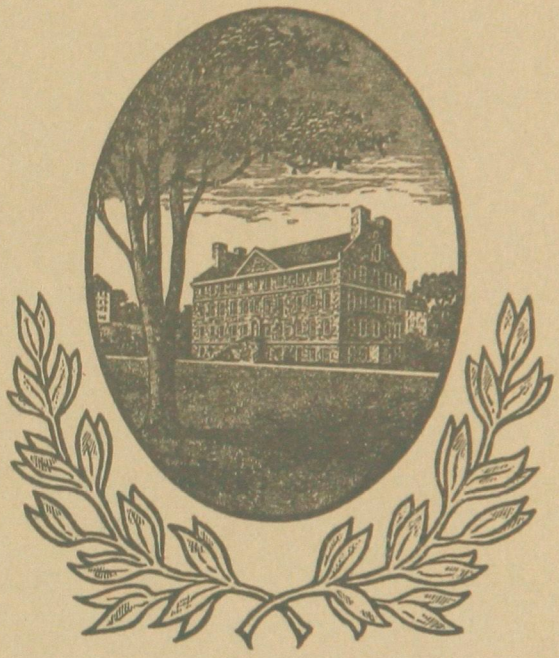
MIDDLEBURY COLLEGE BULLETIN
MIDDLEBURY, VERMONT
MARCH, 1941



MIDDLEBURY LANGUAGE SCHOOLS

French, German, Italian, Spanish

Administrative Officers for Thirty-third Session

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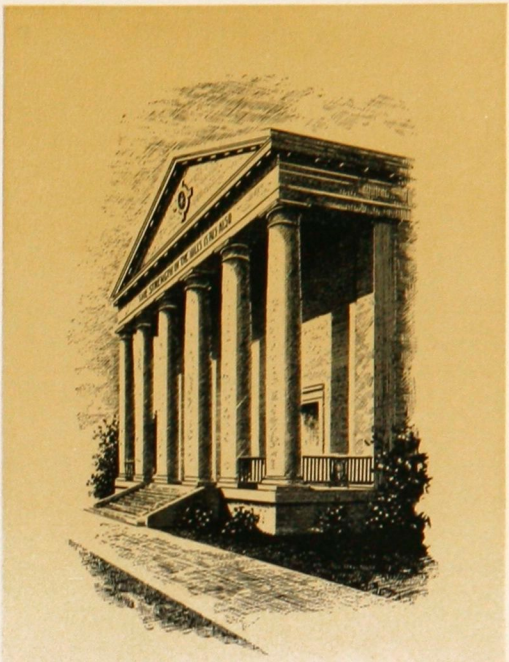

MIDDLEBURY COLLEGE BULLETIN

Number 6 MARCH, 1941 Volume XXXV

Middlebury Language Schools

FRENCH GERMAN ITALIAN SPANISH

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The Middlebury Language Schools

1941 SESSION

History The Middlebury Language Schools were the pioneers in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the English School was begun on a similar pattern, and has prospered in its mountain setting, twelve miles away, at Bread Loaf. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units on the Middlebury Campus.

The Idea The Middlebury Language Schools stand for the thorough preparation of language teachers through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea—the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *For the seven weeks of the session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

Academic Status The work of the Middlebury Language Schools has attracted increasing interest from American educators. Among the students enrolled every summer are to be found college professors as well as teachers, heads of departments, and principals of secondary schools. The summer of 1940 brought students from forty-six different states and countries, including Arizona, Colorado, California, Florida, Louisiana, Oregon, Texas, Utah, Washington. Two hundred five colleges

and universities were represented. Eighty-two per cent of the students held baccalaureate degrees, and twenty-two per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Fifty-seven Master's degrees were awarded in August, 1940.

Professional Value The value of the training is recognized by school boards and institutions employing language teachers to such a degree that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. As compared with foreign travel, a session at one of the Middlebury schools is more economical, provides courses better suited to the needs of American teachers, and gives an uninterrupted and intensive training which is not found in foreign institutions. Neither in foreign travel nor resident study abroad can the student find courses in professional technique and a concentrated training in the foreign language comparable to those in the Middlebury Language Schools. At the same time, such study furnishes the indispensable preparation for later travel in the foreign land.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The Romance Language Schools occupy the campus of Middlebury College, founded in 1800 and still one of the most charming of New England colleges. The life of the German School centers around the quaint village green of Bristol, twelve miles away and nearer the mountains. The summer climate is delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green and soft. Among the memories of students who have spent a summer here are pictured many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The central purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the thing for which he came, the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps*; while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such

Old College Row

conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and Saturdays free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the campfire suppers and informal picnics of these friendly groups. Unusual opportunities are afforded by the Battell Forest of 15,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Students wishing to participate are reminded to bring their hiking outfits. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of those students and instructors who pay a fee of $3.00 for the entire session. There is an excellent golf course within walking distance of the campus, which students may use at small charge. At Bristol, tennis courts have also been placed at the disposal of the school, and a golf course is within easy reach.

Good automobile roads provide opportunity for trips into rural Vermont, to Lake Champlain, Lake Dunmore, Mount Mansfield, Ticonderoga, Ausable Chasm, the Adirondacks, Lake Placid, Lake George, and the White Mountains, any of which can be visited in a day's trip.

Admission In all the schools students may enter without examinations and without being candidates for degrees. It should be noted, however, that the Middlebury Language Schools are, by reason of the students attending them and the nature of the courses given, essentially graduate schools requiring the highest degree of application and study.

No student will be admitted unless his qualifications are approved by the Dean, and the right is reserved to place all students in the classes best suited to their advancement. Preference for admission will be given to teachers of the language and graduate students preparing to teach. Undergraduates are required to submit special recommendations from their professors, indicating adequate preparation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students are not supposed to speak English to each other. This rule holds good for all picnics and excursions. At the opening of the schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it.

Cooperation The Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may visit any courses in his own school, or in any of the other schools, without extra charge. He may also enroll for credit in courses in another school on payment of a nominal fee, if by reason of his proficiency he receives the consent of the Deans of both schools. (See page 11.) By special arrangement, a student enrolled in one school may be permitted to take part or all of his meals in the dining hall of another school if an exchange can be arranged. Permission must be secured from the Deans of both schools, and the student should state his wish when reserving accommodations, in no case later than the end of the registration period. It should be noted, that because

of the distance involved, such arrangements are more difficult between schools on the Middlebury campus and the German School at Bristol.

Beginners' Courses Special beginners' courses in German, Italian and Spanish will be offered, if there is sufficient demand for them. They are not open to members of the same school, and thus constitute no violation of the Middlebury requirement that students be able to speak the language of their school. The courses are offered at no extra charge to members of any of the language schools who are interested in acquiring a knowledge of another language, either for teaching or as a tool for their graduate study. Since it is not always possible for high school teachers to begin their study of a language during the winter, they are urged to take advantage of this opportunity. The beginners' course in German is offered for the first time this summer. For detailed descriptions of the courses, see pages 49, 61, 78. Students interested should communicate with the dean of the school concerned.

Orchestra The orchestra, under the direction of Mr. Horace Britt, is open to students of all the summer schools. This organization gives practical experience in the playing of orchestral works and will furnish music

"L'Amour Médecin" with orchestra

for operettas or plays given by the schools. Students are urged to write to Dean Freeman before the session, stating what instrument they play and what experience they have had. A fee of five dollars will be charged.

Credits Students who desire credits must indicate that fact when they register, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted, either for baccalaureate or advanced degrees. An official transcript bearing the seal of Middlebury College will be issued upon application to the Recorder of the Language Schools. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, nor to students who do not take the final examinations.

Not more than six credits may be gained in one summer by an undergraduate, and not more than eight credits by a graduate student. (See pages 34, 50, 66, and 82.) A graduate student must receive a mark of "B" in a course in order to obtain credit for that course. The undergraduate passing mark is "C," subject to the regulations of the student's own college. One credit or point is equal to one semester hour, that is, one recitation a week during a semester, or fifteen class exercises. Each summer course meeting daily (five times a week for six weeks) is equivalent to two semester hours.

Examinations In each school the last days of the session are devoted to the final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some college approved by the Committee on Graduate Work. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. The Committee on Graduate Work (Prof. H. G. Owen, chairman) will pass upon the credentials and courses of candidates for the Master's degree. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school for recommendation and transmission to the Committee on Graduate Work.

Study in a foreign country in approved summer courses may be counted toward the M. A. degree from Middlebury. Each individual case must be approved by the dean, and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a summer session of foreign study. In any case, twenty credits for the M. A. must be gained at Middlebury College.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred both in June and in August following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages Besides the Master's degree, the Middlebury Language Schools offer an advanced degree: Doctor of Modern Languages (D.M.L.). The principal requirements are:

1. The Master's degree, with a language major, from some recognized university.

2. Residence at Middlebury College equivalent to five year-courses or thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required to complete the main lines or groups of the curriculum—Philology, Stylistics, Phonetics, Literature, Civilization and Teaching Methods.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must also be approved by him. Work done in a foreign country prior to the student's enrollment as a candidate for the D.M.L. cannot be accepted. Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.
   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.
   b. A thorough study of and training in phonetics. Candidates will be required to do one summer's work in a phonetics laboratory, and to write a report on their research.
   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.
   d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, before a board including native members of the faculty; this examination to cover all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough and understanding study of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable original work and reflection, must show a mastery of the field, clearness of thought and must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The Language Schools enjoy the full use of the buildings and grounds of the College. The office of the President and Director of the Language Schools is on the third floor of the Old Chapel. The office of the Director of the French School is in Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is in Painter Hall. The office of the Director of the Italian School is in Gifford Hall. The offices of the Director and Dean of the German School are at the Bristol High School.

Living Accommodations At the Romance Language Schools on the Middlebury Campus, students are accommodated in the college dormitories and board is provided in the college dining rooms. All rooms are completely furnished by the college; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence.

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the school's social life. Rooms are completely furnished; bedding and linen are supplied.

Opening of the Session The Romance Language Schools at Middlebury will open the session of 1941 on Friday, June 27, and will continue until August 14th. August 11 and 12 will be taken for final examinations. Classes are conducted five days in the week. The houses of residence will open to receive students on Friday, June 27, and lunch will be served at 12.30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 14, and no guests can be accommodated after that time. On Sunday afternoon, June 29, at five o'clock, the formal opening of the schools will be held at Mead Memorial Chapel. The students of all the Romance Language Schools are requested to be present

at these exercises. President Moody will welcome the students and introduce the visiting professors.

The German School at Bristol will open its session on Monday, June 30, and will continue until August 14. The opening exercises will be held Monday evening, June 30. The houses of residence will be open to receive students on Monday, June 30, and the first meal will be served at 6.30 p. m. No guests can be received earlier except by special arrangement. All houses of residence will be closed after breakfast, Thursday, August 14, and no guests can be accommodated after that date.

Registration of Students It is important that immediately upon arrival students should consult the director or dean of their school in regard to the definite selection of courses. At the Romance Language Schools, the deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. Friday and Saturday, June 27 and 28. The offices of the Recorder and the Treasurer of the Language Schools will be open on Friday and Saturday, June 27 and 28.

At the German School, the Director and Dean will be at the school library in the Bristol High School on Monday, June 30. After this consultation, the students should register with the Recorder of the Language Schools, and pay all bills at that time.

In all the schools, late registration after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 39, 54, 66, 85.

Fees The following information about fees should be carefully noted:

French In the French School, rates vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $200 to $245. Nearly all the desirable single rooms may be secured at $235, while a large number of comfortable double rooms are listed as low as $210.

Italian Gifford Memorial Hall, completed in November, 1940, will be used by the Italian School this summer for the first time. A uniform fee of $225 will cover tuition, registration, board and room. Since the rooms vary in size, location and arrangement, reservations will be made in order of application.

Spanish A uniform charge of $225 covers registration, tuition, board and room, in the Spanish School. Rooms in Hepburn will be reserved in the order of application.

German A uniform charge of $215 covers registration, tuition, board at the Bristol Inn and room for the period of the session. Rooms will be assigned in order of application, the most desirable rooms being given to those students who make early reservations.

Room Deposit Since accommodations are limited, it is advisable that room reservations be made as early as possible. Rooms will be held without charge prior to April 15, after which date a retaining fee of $10 is required. This fee will be credited on the student's account at the opening of the session when the balance of the account is payable. In case of cancellation before May 15, the fee will be refunded. In case of cancellation after June 15, the fee will be forfeited. Cancellations received after May 15 and up to June 15 will be credited to the student's account for the following year, *for one year only.* (A fee carried over from the previous year is *not* subject to refund under any circumstances.) Correspondence regarding room reservations may be addressed to Miss Virginia Ingalls at the Language Schools Office.

Non-Resident Students The tuition fee for students rooming outside is $110. Such persons may be boarded in the dining halls, if there is place for them.

Visitors All courses are open to visiting at any time by students regularly enrolled in any of the Language Schools. Such visitors are not entitled to take part in the class discussions, nor to receive attention from the professor. Persons who are not members of these schools may enroll as visitors under the above conditions, on payment of a fee of $10.00 per week, with a maximum of $40.00 for four weeks or more. Visitors are also entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Other Schools A student registered in one of the Language Schools may, on permission, enroll for credit in courses in another of the Language Schools, on payment of an extra fee of $10 per course. Such additional enrollments will be received at the end of the first week of classes. He may also be permitted to take part or all of his meals in the dining hall of another school if an exchange can be effected; such an arrangement must be requested during the registration period. See page 5.

Late Registration Fine Students registering after the first day of instruction will be required to pay a fine of $3.00 for the first day and $1 00 additional for each day during the first week of classes, after which no registrations will be accepted.

Transcript Fees An official transcript bearing the seal of Middlebury College will be issued without charge upon request to Mrs. Pamelia S. Powell, *Recorder of the Language Schools.* This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, and none to students who do not take the final examinations. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1.00 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session, must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for week-end absences.

Payments Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks of an accredited bank. Checks should be made payable to Middlebury College.

Self-Help For scholarships and opportunities for service, see pages 40, 55, 68, 85.

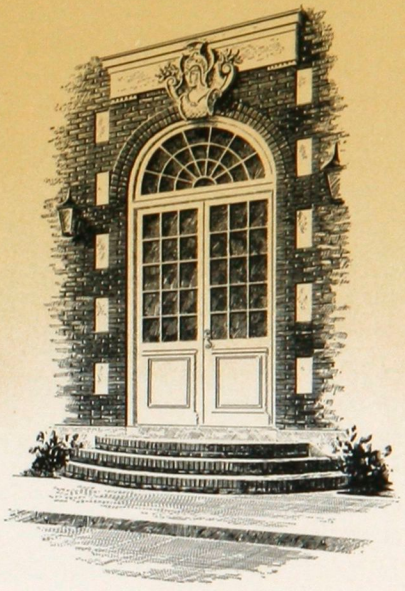
Student Mail In order to insure prompt delivery of their mail, students in the Romance Language Schools should have all letters and other mail matter addressed to the house of residence to which they are assigned. German School students should have mail sent in care of the German School, Bristol, Vt.

Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night sleepers leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections on the Rutland Railroad at Rutland, Vt. Students from the West reach Middlebury via the New York Central changing at Albany, N. Y. for the Rutland.

German School students should buy tickets and check baggage to New Haven, VERMONT, *the next stop north of Middlebury. Advance arrangements should be made with the dean of the school for transportation from New Haven to Bristol.*

Carillon and Cinema

The FRENCH SCHOOL



THE FRENCH SCHOOL

THE most welcome news and the outstanding feature of the Session of 1941 is the return of *Professor André Morize* of Harvard University, Director of the French School. Last year he was in France, serving until the Armistice as Directeur at the Commissariat, then Ministry of Information. He is now once more in personal charge of the session of 1941, and will bring to the school the renewed stimulus of his vigorous personality, deepened by his authoritative knowledge of France during and since her defeat. His course, The Intellectual Background of the France of Today, will be a focal point of the curriculum.

It is our hope that *Madame Dussane*, Sociétaire de la Comédie-Française, will be the Visiting Professor from France. Madame Dussane is now in Paris and communication with her is almost impossible. Two cables have been received from her, as follows:

"Madame Dussane accepte engagement Middlebury sous réserve insurmontables difficultés de voyage." (Through official channels).

"Espère être Middlebury à moins impossibilité départ et retour." (Through private channels).

M. Morize, who saw Mme Dussane in France in September 1940, received from her the assurance that it is her dearest wish to be in Middlebury this summer. In the present crisis, no one can make definite plans. We hope and expect that Mme Dussane will be with us again as in 1938, her brilliant talent as a lecturer and her splendid knowledge of French literature enriched by the experience of two years in war-time France and in Paris under Nazi occupation. The future alone can tell whether our hope will be realized.

Distinguished visitors will also be invited from time to time, to give special lectures and to share in the life of the school.

Other important new features include:

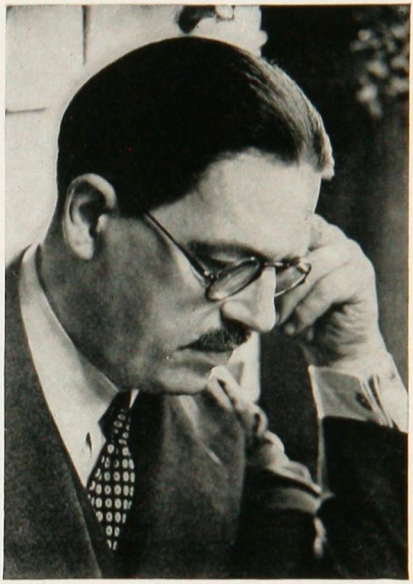
1. The appointment of M. Pierre Delattre of Wayne University who will take charge of the laboratory of experimental phonetics, and also give a course in Old French.
2. The return of M. Jean Boorsch, of Yale University, teaching courses in Contemporary Civilization, and the Historical Background of French Literature.
3. The return of Mlle Andrée Bruel of Wellesley College, offering a course on the Renaissance, and work in the pedagogical method of "explications de textes."
4. A new course on the Romantic Novel, offered by Professor Albert Schinz of the University of Pennsylvania.
5. A new course on the Trends of French Criticism, by M. Marc Denkinger of the University of Michigan.
6. The return of Madame Denise Perrier of the Collège Montmorency, in charge of the course on textbook analysis.
7. A course on the Contemporary Novel, taught by M. Maurice Coindreau of Princeton University, well-known authority on the modern American and French novel.
8. A demonstration class at the second-year level, taught by Miss Kathryn O'Brien, of the Brookline, Massachusetts, High School, on the basis of her own text.
9. The return of M. Edmond Méras of the Townsend-Harris High School, New York, former President of the A.A.T.F., in charge of the advanced methods course.

FRENCH SCHOOL STAFF

Direction

ANDRÉ MORIZE, *Director.*

Agrégé de l'Université; Litt.D., Middlebury College, 1925; Officier de la Légion d'Honneur; former fellow of the École Normale Supérieure; Professor, Lycée of Bordeaux, France, until 1913; Johns Hopkins University, Baltimore, 1913-14, Associate Professor of French Literature; served with the French Army, in an infantry regiment, as sergeant, lieutenant, and captain, 1914-17. In May, 1917, called to Harvard University as lecturer in Military Science and Tactics, and after the Armistice accepted a chair of French Literature in the same university. Was made a full professor in 1925, and chairman of the Department of History and Literature in 1931. September, 1939 to June, 1940, Directeur at the Commissariat, then Ministry of Information, Paris.



Author of: *L'Apologie du Luxe au XVIIIe siècle; Candide* (Société des textes français modernes); *Correspondance inédite de Montesquieu; Problems and Methods of Literary History*, Ginn & Co. Has also contributed numerous articles to the *Revue d'histoire littéraire de la France, Revue du XVIIIe siècle, Revue de Philologie française, Education, French Review*, etc. In 1918, gave a course of lectures at the Lowell Institute in Boston, and has since lectured extensively from coast to coast.

VINCENT GUILLOTON, *Assistant Director.*

Ancien élève de l'École Normale Supérieure; Baccalauréat; Licence-ès-lettres; au front 1915-1918, une blessure, Croix de Guerre; Agrégé de l'Université, 1921. Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, The Hague, July, 1920; Associate Professor of French, University of Syracuse, 1921-23; Summer Session, Cornell, 1923; Associate Professor of French, Smith College, 1923-29; Professor, 1929–; Summer quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937-38; Middlebury French Summer School, 1932; Assistant Director, 1935; 1938, 1939; Acting Director, 1937, 1940.

Author of articles in *Revue Anglo-Américaine; Modern Language Notes; The French Review; Smith College Studies in Modern Languages;* Article on France, in *National Encyclopedia Year Book*, 1935-36-37-38-39.

STEPHEN A. FREEMAN, *Dean.*

A.B., Harvard University, 1920; A.M., 1921; Ph.D., 1923; Phi Beta Kappa; holder of American Field Service Fellowship, for study at Université de Lyon and Université de

Paris, 1921-22; pilot and Lieut., (j.g.) Naval Aviation, 1917-18; Instructor, Brown University, 1923-25; Professor of French and Dean of the French School, Middlebury College, 1925–; Chairman, Administrative Committee, 1940-41; sometime Vice-President, New England Modern Language Association; Member of Executive Council, Am. Ass'n of Teachers of French, 1937-1940; President, 1940–; Sec'y-Treas. of Vermont Chapter; President, Phi Beta Kappa, Beta of Vermont; Modern Language Advisor for Ginn and Company.

Author of articles in *Education, School and Society, French Review, Modern Language Journal*, etc.

Visiting Professor from France

MME DUSSANE.

Sociétaire de la Comédie-Française, Professeur d'Art Dramatique au Conservatoire National de Musique et de Déclamation, Professeur à l'École Normale Supérieure de Sèvres. Chevalier de la Légion d'Honneur.

Études au Lycée Lamartine, Paris; élève du Conservatoire National. Premier prix de comédie à quinze ans. Engagée immédiatement à la Comédie-Française.

A la Comédie-Française, a joué dans toutes les grandes œuvres du répertoire de comédie, Molière, Regnard, Beaumarchais, Musset, etc. Dans le répertoire moderne, a joué des œuvres de Courteline, Jules Renard, Jean Sarment, J. J. Bernard, etc. En 1935, a créé au Théâtre-Français *Madame Sans-Gêne*, qui a dépassé sa centième représentation.

Comme conférencière, s'est fait entendre en Angleterre, Hollande, Belgique, Luxembourg, Italie, Danemark, Suède, Norvège. A Paris, donne régulièrement des séries de conférences à l'Université des Annales, et à la Société des Conférences. Outre son enseignement à Sèvres, Madame Dussane parle chaque année à la Sorbonne devant le groupe des étudiants de lettres et a donné de nombreuses causeries radiodiffusées.

Publications: *La Comédie-Française*, Didier-Privat, 1921; *La Querelle des Comédiens et des Poètes* (avec Tristan Derême), Le Divan, 1925; *La Célimène de Thermidor: Louise Contat*, Fasquelle, 1929; *Tartuffe*, éd. classique, avec notes, Didier-Privat, 1932; *Le Comédien sans Paradoxe*, Plon, 1933; *Un Comédien nommé Molière*, 1936 (Couronné par l'Académie Française), *L'Avare*, éd. classique, 1939; *Sophie Arnould*, 1937, Albin Michel.

Nombreux articles dans le *Journal, Comœdia, La Revue des Deux-Mondes, La Revue Hebdomadaire, La Revue Universelle, Le Figaro, Paris-Soir, Paris-Midi*, etc.

Instructing Staff

MME LUCIE GALL-BERNOT.

Brevet supérieur, École Normale d'Orléans; International Guild, London; La Guilde Internationale, Paris; Teacher in England, private schools at Bournemouth and London; in France, Écoles Primaires Supérieures par délégation du Ministre de l'Instruction Publique; French School for Girls, New York; Mary C. Wheeler School, Providence, R.I.; Substitute to Head of Modern Language Department, Technical High School, Springfield, Massachusetts; Head of French Department, Miss Chapin's School, New York City, 1926–; Middlebury French Summer School, 1926-27-28-29-31-32-33-35. Assistant to the Director, 1936-37-38-39-40-41.

MME JACQUELINE BERTRAND.

Licenciée de l'Université de Grenoble; Professeur de phonétique et de français au Cours de l'Institut Phonétique de Grenoble, 1921-30; Instructor in French, Dana Hall 1931-33; Instructor in French, Pine Manor Junior College, Wellesley, 1933-37; Instructor in French, St. Margaret's School, Conn., 1937-39; Instructor in French, The Spence School, New York City, 1939–; Middlebury French Summer School, 1935-36-37-38-39-40-41.

JEAN BOORSCH.

Agrégé des lettres, 1929; Lauréat du Concours général des Lycées de France, 1922; Licencié-ès-lettres, Paris, 1927; Ancien élève de l'École Normale Supérieure, 1926-29; Diplôme d'études supérieures (Archéologie classique), Mémoire de Diplôme, *La Légende d'Hélène de Sparte*; Assistant Professor of French, Middlebury College, 1929-1931, 1932-1934; Asst. Professor of French, Yale University, 1934-1940, Associate Professor, 1940–; Visiting Professor, Mills College, Summer Sessions of 1939 and 1940; Middlebury French Summer School, 1930-31-33-34-35-36-37-38-41.

Author of: *État présent des études cartésiennes*, Les Belles-Lettres, 1937; *Remarques sur la technique dramatique de Corneille*, Yale Romanic Series, 1941.

CLAUDE BOURCIER.

Baccalauréat-ès-lettres, 1928; Élève de l'École Normale Supérieure, 1932-1935; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Mémoire de diplôme, *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain*; Agrégé des lettres, 1935; Instructor in French, University of Maine, 1935-1936; servi dans l'armée française, comme sous-lieutenant d'infanterie, 1936-37; Associate Professor, Middlebury College, 1937–; Middlebury French Summer School, 1936-38-39-40-41.

MLLE GERMAINE BRÉE.

Studied at Jersey Ladies' College, Island of Jersey; passed London Senior and Matriculation Examinations, 1922; École Normale de Nîmes, 1924-1927; Studied at the Sorbonne, 1928-1931; Licence-ès-lettres, Sorbonne; Foreign Fellow, Bryn Mawr College, 1931-1932; Agrégée d'anglais, 1932; Professeur au Lycée de jeunes filles d'Oran, Algérie, 1932-1936; Lecturer, Bryn Mawr College, 1936-1937, Assistant Professor, 1937–; Middlebury French Summer School, 1937, 1940, 1941.

MLLE ANDRÉE BRUEL.

Baccalauréat-ès-lettres, Université de Paris, 1913; Licence-ès-lettres, Sorbonne, 1914; Diplôme d'études supérieures, 1915; Docteur de l'Université de Paris, 1929; Instructeur de français, Holloway College, Surrey, England; Instructor and Assistant

Professor, Wellesley College, 1927-35, Associate Professor, 1935–; Middlebury French Summer School, 1935-37-39-41.

Author of: *Emerson et Thoreau*, 1 vol., Paris, Les Belles-Lettres, 1929; *Romans français du Moyen Age*, 1 vol., Paris, Droz, 1934.

MRS. C. L. BUTLER, JR. (JEANNE RIOU).

École Normale de Laval, Brevet Supérieur; B.A., Pennsylvania State College; M.A., University of Illinois; Instructor, Pennsylvania State College; University of Illinois, 1922-25; University of Pittsburgh, 1926-27; Assistant Professor, Pennsylvania College for Women, 1928-1934, Head of Modern Language Dept., 1934-38; Bennington College, 1939-1940; Assistant Professor of French, Smith College, 1938-39, 1940–; Middlebury French Summer School, 1927-28-30-31-36-37-38-40-41.

MAURICE COINDREAU.

Professeur de littérature française à l'Université de Princeton; Agrégé de l'Université; Licencié en droit; Ancien membre de l'École des Hautes Études Hispaniques (Madrid); Correspondant de *La Nouvelle Revue Française*, et de *La Nacion* (Buenos Aires); Conférencier général de l'Alliance Française, 1936-1937; Visiting Professor at Mills College, 1936, 1937; Middlebury French Summer School, 1938, 1940, 1941.

Author of: *A French Composition Book* (1925), *An Alternative French Composition Book* (1936), in collaboration with L. F. H. Lowe. Editions of college texts: André de Lorde, *Trois Pièces d'épouvante* (1934); Abel Hermant, *Eddy et Paddy* (1936); *Contes et nouvelles du temps présent*, with J. R. Loy (1941).

Translations: S. et J. Alvarez Quintero, *Bourg-les-Dames* (1925); R. del Valle-Inclan, *Divines Paroles* (1927); John Dos Passos, *Manhattan Transfer* (1928); Ernest Hemingway, *L'Adieu aux Armes* (1932), *Le Soleil se lève aussi* (1933); William Faulkner, *Tandis que j'agonise* (1934), *Lumière d'août* (1935); Erskine Caldwell, *Le Petit Arpent du Bon Dieu* (1936), *La Route au tabac* (1937); William Faulkner, *Le Bruit et la Fureur*, (1938); John Steinbeck, *Des souris et des hommes*, (1939).

In preparation: *Aperçus de littérature américaine*; John Steinbeck, *Le Ciel dans sa fureur*.

ANTONY CONSTANS.

A.B. Grenoble, 1914; Croix de Guerre, "réformé définitif" for wounds, 1917; LL.B., 1918; Licencié-ès-lettres, 1919; Instructor in English and French, Lycée and Université de Grenoble, 1919; A. E. F. traveling-fellow, U. of Chicago, 1919-20; Instructor in French, U. of Minnesota, 1920-23; Assistant Professor, Smith College, 1923-24; Instructor, Harvard University, 1925-26; Ph.D., Harvard, 1926; Officier d'Académie; ΦBK; Instructor, Yale University, 1926-28; Professor and Head of French and Italian, Birmingham-Southern College, Birmingham, Alabama, 1928–; in charge of the Phonetics course, McGill French Summer School, 1924-25-26; experimental work, 1934-35, in the phonetics laboratories of the Universities of Amsterdam, Bonn, Hamburg, Milan, and Paris; Certificat de prononciation and diplôme de phonétique from the Institut de Phonétique, Paris; Middlebury French Summer School, 1927-28-29-30-31-32-33-34-35-36-37-38-39-40-41.

Author of *Documents pour servir à l'histoire littéraire*, Paris, Champion, 1923 (in collaboration); also articles in *M. L. N.*, *P. M. L. A.*, *Mod. Lang. Rev. of England*, etc.

MISS LOUISE CRANDALL.

B.A., Western Reserve University, 1921; M.A., Middlebury College, 1929; École de Préparation, Sorbonne, 1930-31; Institut de Phonétique, summer, 1933, Cours de

Civilisation, Sorbonne, summer, 1937; Teacher in New Castle public schools 1921-1930; Training Teacher for Teachers, Westminster College, New Wilmington, Pa., 1924-1930; Head of French Department, New Castle High School, 1925-30; Great Neck High School, L. I., N. Y., 1931–; Middlebury French Summer School, 1939, 1940, 1941.

PIERRE C. DELATTRE.

Baccalauréat-ès-lettres, Université de Lyon et Université de Paris; Certificat d'Études supérieures (Phonétique), Sorbonne; Diplôme de Phonétique, Institut de Phonétique, Université de Paris; Ph.D., University of Michigan, 1936. Instructor, Wayne University, 1925-1937; Assistant Professor, 1937–; Agent Consulaire de France à Détroit, 1929-1930 et 1935-1936; Associate Editor, *The French Review*, 1939–; Middlebury French Summer School, 1941.

Author of: *La durée des voyelles en français*, Vol. I: *Étude expérimentale sur la durée des E d'un Français*, Paris, *Bibliothèque du Français Moderne*, Éditions d'Artrey, 1940; "Durée consciente et durée inconsciente des voyelles," *The French Review*, Vol. 12; "L'accent final en français: accent d'intensité, accent de hauteur, accent de durée," *The French Review*, Vol. 12, 1938; "Remarques sur l'enseignement de la durée des voyelles françaises," *Le Maître Phonétique*, 3e série, No. 64, 1938; "Durée vocalique et consonne subséquente," *Le Maître Phonétique*, 3e série, No. 67, 1939; "Accent de mot et accent de groupe," *The French Review*, Vol. 13, 1939; "Anticipation in the Sequence: Vowel and Consonant-Group," *The French Review*, Vol. 13, 1940; "Tendances de coupe syllabique en français," *P. M. L. A.*, Vol. 55, 1940; and other articles.

MARC DENKINGER.

Maturité classique, Collège de Genève, 1914; Licencié-ès-lettres, Université de Genève, 1918; Modern Language Master, Westgate-on-Sea, Kent, England, 1920-21; Instructor, Brown University, 1922-23; A.M., Harvard, 1925; Instructor, Harvard, 1924-27; Instructor, Massachusetts Institute of Technology, 1926-27; Instructor, Yale University, 1927-29; Ph.D., Harvard, 1928; Assistant Professor of Romance Languages University of Buffalo, 1929-34; Assistant Professor of Romance Languages, University of Michigan, 1934–; Middlebury French Summer School, 1928-29-30-31-32-33-34-35-36-37-38-39-40-41.

Author of: *La Candidature de Sainte-Beuve à l'École Normale en 1834. Mod. Lang. Notes*, Nov., 1930, and Feb., 1931; *Rémy de Gourmont, critique*, P. M. L. A., Dec., 1937.

MISS VIRGINIA DODD.

B.A., Wilson College, 1925; M.A., French Institute, Pennsylvania State College, 1931; Teacher of French, Belle Vernon High School, Belle Vernon, Pa., 1925-31; Teacher of French, Ferry Hall, Lake Forest, Ill., 1931-1932; Instructor in French, Wilson College, 1932-1938; Assistant Professor, 1938–; in charge of Phonetics Center, Middlebury French Summer School, 1936-37-38-39-40-41.

MME MADELEINE GUILLOTON.

Baccalauréat-ès-lettres; Licence-ès-lettres, 1918; M.A., University of Syracuse, 1919. Assistant in French, Syracuse University, 1919-20; Professeur à l'Alliance Française, Paris, Cours d'été, 1920-21; Instructor in French, Syracuse University, 1921-23; Instructor in French, Smith College, 1923-25; Assistant Professor 1925-31; Associate Professor, 1931–; Middlebury French Summer School, 1932-35-37-38-39-40-41.

MLLE A. LE JOLLY.

Brevet supérieur; diplôme de l'École de préparation des professeurs de français à l'étranger, sujet d'option: phonétique; teacher of French in the Horace Mann High School, New York, and Dana Hall, Wellesley; Assistant Professor of French and Directrice du Château, Middlebury College, 1936-37; Teacher of French, Pine Manor Junior College, Wellesley, Mass. 1937–; Middlebury French Summer School, 1936-37-39-40-41.

MLLE MADELEINE LELIEPVRE.

Certificat d'aptitude à l'enseignement des lettres, Paris, 1914-15; Admissible, Agrégation d'histoire, Paris, 1916; Professeur de Collège, 1916-1924; École Normale Supérieure de Sèvres, 1924-25; Agrégée des lettres, Paris, 1925; Professeur au Lycée de Bordeaux depuis 1926. Fellow of the Laura Spelman Rockefeller Memorial, studying the education of women in the United States, 1925-26; Visiting Lecturer in French at Vassar College, 1929-30; 1936-40; Sarah Lawrence and Bennington Colleges, 1940-41; Middlebury French Summer School, 1930-31-37-39-40-41.

EDMOND ALBERT MÉRAS.

College of the City of New York, A.B., 1917; Université de Toulouse, Licence-ès-lettres, 1922; Columbia University, M.A., 1924; New York University, Ph.D., 1937. Seaman, U.S.N.R., 1918. American Field Service Fellow to France, 1920-22; Lecteur, American Literature, Université de Toulouse, 1921-22; Professor of French, Adelphi College, 1925-33; Supervisor of Romance Languages, Townsend Harris Preparatory High School of the College of the City of New York, 1933–; French Institute, Penn State College, Summers 1934, 35, 39; Northwestern University, Summers 1936, 37; Secretary, American Association of Teachers of French, 1927-30, Vice-President, 1933-35, President, 1938-39; Vice-President, Société des Professeurs Français, 1930-32; Correspondent, Université de Grenoble, 1927–; Associate Editor, *The French Review*, 1930–; Middlebury French Summer School, 1940, 1941.

Author of: *French Composition for Colleges*, (with Shanks), 1924; *First French Composition*, 1926; *Eight French One-Act Plays* (with L. R. Méras), 1926; Theuriet, *Mon Oncle Flo* (with L. R. Méras), 1927; Racine, *Andromaque, Britannicus, and Phèdre* (with H. C. Lancaster), 1933; Erckmann-Chatrian, *Madame Thérèse* (with L. R. Méras), 1933; *Ten Little French Plays* (with A. Célières), 1933; *France: Crossroads of Europe* (with A. M. Peck), 1936; *Contes Populaires* (with A. Célières), 1938; *Spain: In Europe and America* (with A. M. Peck), 1938; General Editor of Secondary School Texts in French for Harper and Brothers, 1934–; Articles and bibliographies in *The French Review*, *Journal of Higher Education*, *Modern Language Journal*, *Education*.

MISS KATHRYN L. O'BRIEN.

A.B., Smith College, 1919; Master of Education, Harvard, 1927; Répétitrice d'anglais, École Normale, Angers, France; Teaching, Junior High School, Revere, Mass., 1919-21; Brookline, Mass. Schools, grades 7 and 8, 1922-24; High School Instructor, 1924–; Teacher of Demonstration Class in French, Harvard Summer Schools of 1923, 1924, 1925, 1927, 1928; Course in Methods of Teaching French, Wellesley College, 1929; Middlebury French Summer School, 1929-32-33-34-35-36-37-39-40-41.

Author of: *First-Year French*, and *Second-Year French* (Ginn and Co.), with Miss Lafrance.

MME RENÉE PERROT ORANGERS.

Maison d'Éducation de la Légion d'Honneur de Saint-Denis, 1913-20; Brevet élémen-

Forest Hall

taire, Paris, 1918; Brevet de coupe de la Ville de Paris, 1918; Instructor in French, Tenacre, Wellesley, 1926-29; Rye Country Day School, Rye, N. Y., 1929-1932; Miss Chapin's School, N. Y. C., 1933–; Middlebury French Summer School, 1928-29-30-31-32-33-34-35-36-37-39-40-41.

M. S. PARGMENT.

Maturité classique, Académie de Kief. Diplôme d'Études universitaires, Université de Paris. Associate Professor of French and Chairman of the Committee on Elementary French and Composition, University of Michigan; Middlebury French Summer School, 1930-31-32-33-34-35-36-37-38-39-40-41.

Author of: *Exercices Français; Cours préparatoire, Première partie, Deuxième partie; La France et les Français; Le Français oral; Exercices de composition et de grammaire; Lectures pour débutants, Coutumes françaises d'hier et d'aujourd'hui; Initiation à la langue française; Gens et choses de France; La deuxième étape en langue française.* Editor: *Contes de la Vieille France; Trente-trois contes et nouvelles.*

MLLE NICOLETTE PERNOT.

Baccalauréat Latin-Langues vivantes, Paris, 1921; Étudiante à l'Université d'Utrecht (Hollande), 1922; Licence-ès-lettres d'enseignement, Sorbonne, 1924; Certificat d'aptitude à l'enseignement secondaire en Hollande, 1924; Études de phonétique sous la direction de Daniel Jones, Lloyd James (Londres), H. Pernot (Paris); Professeur aux cours de l'Alliance Française de Paris, 1924-26; Attachée à l'Institut de Phonétique de l'Université de Paris, 1925-1932; Professeur de Phonétique aux Cours de Vacances de l'Université de Bonn (Allemagne), 1929 et 1930; Lecturer, Wellesley College, 1934-37,

Assistant Professor, 1937–; Middlebury French Summer School, 1932-33-34-35-37-40-41.

Publications: *Histoire de la littérature grecque moderne*, de D. C. Hesseling, traduite du hollandais, 1924; *Textes phonétiques* (alphabet Rousselot) 1925; *La Littérature chrétienne primitive*, de G. A. van den Bergh van Eysinga, traduite du hollandais, 1926; *Recueil de textes phonétiques* (alphabet international), 1929; *La Découverte du droit coutumier des Indes Néerlandaises*, de C. van Vollenhoven, traduite du hollandais, 1931; collaboration à la *Revue de Phonétique*; cinq disques de prononciation française, accompagnés d'*Exercices de prononciation française à l'usage des étudiants anglo-saxons*, 1932; six disques de prononciation française, (textes dits par Madeleine Silvain), 1933; quatre disques de prononciation française, 1936. Articles divers.

MME DENISE PERRIER.

Diplôme de fin d'études secondaires, Lycée de Moulins; Diplôme d'études supérieures d'anglais, Université de Clermont-Ferrand; Directrice fondatrice du Collège Montmorency, Paris, depuis 1921; Officier d'Académie; Middlebury French Summer School, 1936, 1938, 1939, 1941.

Translator, with Francis de Miomandre, of *Lawrence et Moi*, by Frieda Lawrence, Gallimard, 1937.

ALBERT RANTY.

Lycée Descartes, Tours, 1882-1894; Private Tutor of French at Gloversville, N.Y., and elsewhere, 1912-1920; Instructor of French, High School, Gloversville, N. Y., 1921-1924; B.S., Columbia University, 1924; Teachers College Diploma, Columbia University, 1924; A.M., Middlebury College, 1929; Head of Modern Language Department, Gloversville High School, 1924-25; Instructor of French, Middlebury College, 1925-28; Assistant Professor 1928-29; Associate Professor 1929–; Middlebury French Summer School, 1926-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41.

MLLE MAUDE REY.

Brevet supérieur, Nantes; studied at the Sorbonne and Université Catholique, Paris. Head of the French Department, Baldwin School, Bryn Mawr, 1917-1920. Studied with Jacques Copeau, Directeur du Théâtre du Vieux-Colombier, and with Charles Dullin, Directeur du Théâtre de l'Atelier, Paris, 1921-1922. Lecturer and Dramatic Reader, 1922-26; Head of the French Department, Baldwin School, Bryn Mawr, 1927–; Director of French Dramatics, Bryn Mawr College, 1930–; Lecturer in French Diction, Bryn Mawr College, 1934–; Middlebury French Summer School, 1935-36-37-38-39-40-41.

ALBERT SCHINZ.

Lycée et Université de Neuchâtel; Licence-ès-lettres, 1889; études en Allemagne et en France; Ph.D., 1893. Officier d'Académie; Chevalier de la Légion d'Honneur. Privatdocent en philosophie, Université de Neuchâtel, 1897-98; Instructor, University of Minnesota, 1899-1900; Instructor, Assistant Professor, Professor, Bryn Mawr College, 1901-1913; Professor, Smith College, 1913-1928; Professor, University of Pennsylvania, 1928-1940; Summer Schools, University of California, University of Chicago, Columbia University, Harvard University, University of Michigan; Middlebury French Summer School, 1937, 1939, 1940, 1941.

Author of: *Jean-Jacques Rousseau, a Forerunner of Pragmatism*, 1909; *Anti-pragmatisme: examen des droits respectifs de l'aristocratie intellectuelle et de la démocratie sociale*, Paris, 1909;

French Literature of the Great War, N. Y. and London, 1919; *La Pensée religieuse de Rousseau et ses récents interprètes*, Paris, 1927; *La Pensée de Rousseau*, Paris, 1929. Textbooks: *Vie et Écrits de J. J. Rousseau; Selected Poems by Victor Hugo; Seventeenth, Eighteenth, Nineteenth Century French Readings*, etc.

Nombreux articles dans des revues et périodiques en France et en Amérique.

MLLE ANNICK SOUBIGOU.

Éducation en France; Baccalauréat-ès-lettres; licence-ès-lettres. Professeur au Collège Sainte-Marie, Amiens, 1919-20; Teacher of French, Bryn Mawr School, Baltimore, Md., 1920-21; Professeur de Latin, Université libre de jeunes filles, Neuilly-Paris, 1922-25; Head of the French Department, St. Timothy's School, Catonsville, Md., 1925–; Middlebury French Summer School, 1932-33-34-35-36-39-40.

PIERRE THOMAS.

Baccalauréat, 1917, Académie de Lille; Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, French Department, Middlebury College, 1927-28; Instructor in French, University of Oregon, 1928-29; Instructor in French, The Arizona Desert School, Tucson, Arizona, 1929–; Middlebury French Summer School, 1927-28-29-30-31-32-33-34-35-36-37-38-39-40-41.

MME BÉATRICE TOURTEBATTE.

University of Chicago, Ph.B., 1926; A.M., 1927; Travel and study in France and Italy, 1927-1928; Instructor in French and Italian at the University of Texas, 1928-1929; Teacher of French language and literature, Collège Montmorency, Paris, 1929-1939; Diplôme et certificat de phonétique, Institut de Phonétique, 1939; Substitute instructor, Hunter College and Wellesley College, 1940-41; Middlebury French Summer School, 1940, 1941.

MME ALICE WILLIAMSON DE VISME.

Officier d'Académie; Chevalier du Nichan Iftikhar; Instructor at the École du Château de Soisy, France, 1913-19; at Middlebury College, French School, 1920-24; at the French Institute of Pennsylvania State College, Pennsylvania, 1924-26; Associate Professor, New Jersey College for Women, New Brunswick, New Jersey, 1927–; Vice-Présidente de l'Alliance Française de New Brunswick; Middlebury French Summer School, 1920-24; 1928-29-30-31-32-33-34-35-36-37-38-39-40-41.

Administrative Staff and Auxiliary Personnel

Miss Edith Douglass, A.M., Middlebury College; Assistant Secretary.
Miss Avis Fischer, A.B., Middlebury College; in charge of Pearsons Bookstore.
Miss Marian Gates, A. B., Hood College; Secretary to the Director.
Miss Dorothy Gilbert, A.M., Middlebury College; Assistant in the Phonetics Center.
William N. Locke, A.M., Harvard Univ.; Assistant in Phonetics and Dramatics.
Mrs. William N. Locke, Assistant in the Phonetics Center.
Stanley Sprague, A.B., Middlebury College; Aide to the Dean.
Edward Sullivan, A.M., Harvard University; Aide to the Director.
Miss Natalie Swift, A.M., Middlebury College; Assistant in the Phonetics Center.
Mrs. Walter Waldron, A.M., Middlebury College; Secretary to the Dean.

STAFF OF MUSICIANS

The musical staff of the French School will be constituted as follows:

MME ANDRÉ MORIZE, *Director.*

Mus.B., Yale University, 1915; Pupil of Vierne, organist of Notre-Dame de Paris; Organist, Third Church of Christ, Scientist, and Central Synagogue, New York City, 1926-29; formerly carillonneuse, Park Avenue Baptist Church, New York City; Assistant Professor of Music, Smith College, 1931-32; Instructor, New England Conservatory of Music, 1932–; Lecturer, Simmons College, 1936–.

Author of: *Chantons un peu*, a book of French songs, with games, dances, costumes and lessons, Doubleday, Doran, 1929; *Le Cercle Français*, a 42-page booklet of suggestions and specimen programs for the French Club, (under revision).

MME OLGA AVERINO, *Soloist.*

First studied piano at the Imperial Conservatory, Moscow; then took up vocal work, and has had a brilliant career as a soprano soloist. After singing the principal roles in many operas in Russia, she spent two years in China and then came to the United States, where she has had great success. Soloist with the Boston Symphony Orchestra, twelve reengagements; Washington National Orchestra; Mrs. G. S. Coolidge Festivals in Chicago and Pittsfield; League of Composers, New York, etc.

HORACE BRITT, *Violoncello.*

Early studies in music at the Conservatoire de Paris, where he won the first prize in violoncello at the age of fourteen. Concertized and conducted in Europe, the United States, Canada, Mexico, Cuba, South America, and the Far East. Former instructor of violoncello and Chamber Music classes at the Curtis Institute of Music. Soloist with the major symphony orchestras in the United States. Member of the Barrère-Britt Concertino and the Barrère-Salzedo-Britt trio.

A pianist, a violinist, and an organist will also be appointed.

French Service at the Chapel

EVENING LECTURES

On Tuesday evenings, there will be a series of lectures on various aspects of French life and culture. All members of the school are urged to attend these lectures.

Tuesday at 8 p. m. in the Gymnasium. M. Morize, Mme Dussane, and others.

DAILY COURSES

Group A. Language

Directeur d'études, M. Morize

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to enable advanced students to acquire a finer feeling for French style, a sense for shades of expression, a complete mastery of certain difficulties which more elementary courses do not discuss. It combines theoretical lessons in stylistics with advanced exercises in translation. Personal conferences will give students an opportunity to discuss their work with the professor. The course will be strictly limited to twenty students.

Daily at 8.00 in Château A. M. Guilloton.

12. ADVANCED COMPOSITION.

This course, less advanced than Course 11 and with more emphasis laid on grammar, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of a certain number of important points of grammar. Students will be required to hand in at least two written exercises each week. Each section will be limited to twenty students.

Note: A written test will be given at the first meeting of this course. According to the preparation and ability indicated by this test, students will be assigned to this course, or to Course 11 or 13.

Sect. I at 8.00 in Château B.	M. Coindreau.
Sect. II at 9.00 in Château A.	Mme Gall-Bernot.
Sect. III at 10.00 in Château B.	Mlle Brée.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course pursues two general objectives: 1. It aims to strengthen the background and broaden the range of the American teacher of French grammar and composition; 2. It seeks to train the students in the use of correct, idiomatic French. The work is theoretical and practical. Theoretical grammar is reviewed in the light of actual usage, and the traditional treatment of it in text-books and in the classroom is scrutinized, revaluated, and brought in closer contact with actual linguistic facts. Abundant practice is provided in writing idiomatic French and in the practical application of grammatical principles.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 12 or 14.

Sect. I at 8.00 in Munroe 11.	M. Pargment.
Sect. II at 9.00 in Munroe 11.	Mme Butler.
Sect. III at 10.00 in Munroe 11.	M. Pargment.
Sect. IV at 11.00 in Munroe 11.	Mme Butler.

French Summer School Faculty of 1940

Front Row: Mlle Rey, M. Coindreau, Mme Butler, M. Guilloton, Mme Guilloton, M. de Lanux, Mme Gall-Bernot, Mr. Freeman, Mlle Brée, M. Schinz, Mlle Pernot.

Second Row: M. Bourcier, Mme Averino, Mme Bertrand, Mme Tourtebatte, Mme de Suze, M. Constans, Miss Crandall, Miss Dodd, Miss O'Brien, Mme Fourel, Mme Orangers, M. Thomas.

Third Row: Mlle Le Jolly, Mme Ranty, Miss Fischer, Mme de Visme, Miss Easler, Mrs. Waldron, Miss Gates, Mlle Carner, Mrs. Locke, Miss Swift, Mlle Soubigou, M. Denkinger.

Back Row: M. Ranty, M. Pargment, Mr. English, Mr. Sullivan, Mr. Locke, M. Méras, M. Brodin.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

A thorough review of French syntax and analysis of its essential difficulties; direct method exercises, constant oral and written practice. The course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 13.

(This course does not count toward the M.A. degree.)

Sect. I at 10.00 in Munroe 304. — Mlle Soubigou.
Sect. II at 11.00 in Munroe 304. — Mlle Soubigou.

15. (FREE COMPOSITION.)

Omitted in 1941.

Group B. Phonetics and Diction

Directeur d'études, Mlle Pernot

21. LABORATORY COURSE IN EXPERIMENTAL PHONETICS.

Practical use of the essential instruments of experimental phonetics. Each student will choose a problem for research, and will write a report based on his own experiments.

The course is open also to approved students in the Spanish and Italian Schools.

Afternoon hours to be arranged, in the Phonetics Center.

M. Delattre.

22. ADVANCED PHONETICS.

This course is designed for students who already have a good knowledge of phonetics, and whose French pronunciation is found sufficiently correct. The method is scientific, and at the same time simple and practical. References to the scientific theory of phonetics will be made in connection with its practical application. The aim of the course is to teach students the pronunciation accepted among cultivated French people, to improve their individual pronunciation, and to give them a practical method of teaching phonetics to their own pupils. Phonographs and discs will be frequently used in this course.

Sect. I at 9.00 in Warner 5. — Mlle Pernot.
Sect. II at 10.00 in Warner 5. — Mlle Pernot.
Sect. III at 11.00 in Warner 5. — Mme Bertrand.

23. INTERMEDIATE PHONETICS.

A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Correct formation of French sounds. Oral exercises and ear training. Phonographs and discs will be used.

Sect. I at 8.00 in Warner 9. — Mlle Pernot.
Sect. II at 9.00 in Warner 9. — Mlle Le Jolly.
Sect. III at 10.00 in Warner 9. — Mlle Le Jolly.
Sect. IV at 11.00 in Warner 9. — Mlle Le Jolly.
Sect. V at 12.00 in Warner 9. — Mme Bertrand.

24. ELEMENTARY PHONETICS.

The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. Intensive oral and ear training.

Sect. I at 8.00 in Warner 14.	M. CONSTANS.
Sect. II at 9.00 in Warner 14.	M. CONSTANS.
Sect. III at 10.00 in Warner 14.	M. CONSTANS.
Sect. IV at 9.00 in Munroe 15.	MME TOURTEBATTE.
Sect. V at 11.00 in Warner 14.	MME TOURTEBATTE.
Sect. VI at 12.00 in Warner 14.	MME TOURTEBATTE.

25. DICTION, INTONATION, ELOCUTION.

This course is of capital importance to complete the work done in phonetics. It is an application to diction and elocution of the principles taught in courses in phonetics. Its essential aim is to correct the mistakes in French intonation so frequent among Anglo-Saxons, and to acquire, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in reading or speaking in public. Phonographs and discs will be frequently used, as well as the recording phonograph and dictaphone, enabling students to analyze and correct their own diction. The work will be essentially "personal" and systematic. Placement tests will be given at the beginning, and the number of students in each section will be limited to twenty.

Sect. I at 10.00 in Munroe 15.	MME BERTRAND.
Sect. II at 11.00 in Munroe 15.	MLLE REY.

Note: All students in the school, and especially those in the phonetics department are urged to make the largest possible use of the Phonetics Center. A new recording machine of extraordinary fidelity, the SoundMiror, has been added to the equipment of the Center. The phonetics instructors will hold regular consultation hours at the Center, to assist students with their pronunciation problems, and to criticize their recordings.

Group C. Methods and Professional Training

Directeur d'études, M. MÉRAS

31. THE TEACHING OF MODERN FOREIGN LANGUAGES: PROBLEMS AND METHODS.

This course is designed for teachers in service who have had an elementary methods course.

Among the topics to be considered are: the place of modern foreign languages in the curriculum; the history of modern foreign language teaching in the United States; aims and objectives; analysis of methods; course-content; representative syllabi; prognosis and achievement tests; word-frequency and syntax counts; recent trends in textbooks and other materials; criteria for the selection of textbooks; supplementary aids and devices; the modern foreign languages as a social study; the general language course; the civilization course; the obligations and responsibilities of the modern foreign language teacher; professional ideals. Readings, reports, panel discussions.

Texts: Cole-Tharp, *Modern Foreign Languages and Their Teaching*. Appleton-Century;

Hagboldt, *Language Learning*, University of Chicago Press. Library reading of selected references.

Daily at 2.00 in Warner Hemicycle. M. MÉRAS.

32. INTRODUCTION TO THE TEACHING OF FRENCH.

This course is designed for persons who have not taught French or who have not had a methods course in the subject.

An examination of values, objectives, and actual results of the study of French for the pupil in American secondary schools. Introduction to the literature of methodology. Demonstration of methods. Investigation of the psychology of language learning. Study of problems and practical exercises in the presentation, learning, and testing of vocabulary, pronunciation, and grammar. Relation of oral work, reading for inference, composition, etc. to development of comprehension and reading power. Selection of textbooks and source materials. Readings, discussions, class reports, and demonstrations.

Text: Baker, F. M., *The Teaching of French*, Houghton-Mifflin. Assigned readings. Students are also requested to bring copies of the textbooks they are using in teaching.

Daily at 2.00 in Munroe 15. MISS O'BRIEN.

Note: M. Méras and Miss O'Brien will also hold private consultation hours for all members of the school, at their respective offices. Students are urged to avail themselves of this opportunity, even if they are not enrolled in the courses in methods.

DEMONSTRATION CLASS.

A class of High School pupils at the second-year level in French will be organized, under the direction of the professors of methods. It will serve for the concrete illustration of theories presented in the classes. All members of the school are invited to attend as observers. No academic credits are allowed for attendance.

Daily at 9.00 in Château B. MISS O'BRIEN.

33. FRENCH CLUB ACTIVITIES.

The Cercle Français should be a lively centre where the various activities of a department of French maintain helpful and inspiring contacts with each other. This is most likely to occur where there is alert and well-informed direction. In this course, the various practical problems involved will be carefully considered: the initial organization of a Cercle, the means of creating and maintaining a French atmosphere, the psychological background, the mastery of the requisite procedures, the finding and utilization of desirable material. Type programs will be worked out with all necessary documentation. Ways of providing entertainment and of fostering sociability will not be forgotten. Songs, games, plays, dramatizations and adaptations, source material, the use of magazines, newspapers, photographs, stereopticon slides, films, etc., will be studied. Students will have access to the valuable reference library and the material collected in Pearsons Hall. Ample opportunity will be given for personal conference with the instructors about special problems.

Textbooks: *Le Cercle Français*, by R. P. Jameson, (Heath); and *Le Cercle Français*, by Ruth C. Morize.

Daily at 10.00 in Pearsons Hall. MISS CRANDALL, ASSISTED BY MME ORANGERS.

35. (THE WORKSHOP.)

Omitted in 1941.

36. CULTURAL CORRELATION FOR TEACHERS OF FRENCH.

The purpose of this course is to acquaint the students with the wide variety of possibilities and methods enabling them to correlate the teaching of French with other vital subjects. "Correlation" is now definitely established as an essential feature of progressive education. Through lectures, personal consultations, practical demonstrations, discussions of available equipment, exhibits of illustrative documents, charts, maps, and work done by pupils, students will be made familiar both with the method and with the necessary material. They will be shown how to connect the teaching of French with the history of French civilization, literature, sciences, art, and music, as well as with the general history of European and American civilization; how to direct pupils in their personal investigation, in the production of illustrative material, and in the writing of original papers on topics of special interest to them. One of the aims of the course is to demonstrate how teachers of French can cooperate with teachers of the social sciences in encouraging in their students the growth of interests and attitudes desirable in citizens of a democracy. Special emphasis is laid on the development of tolerance, social concern, and international understanding.

Daily at 9.00 in Pearsons Hall. MLLE REY.

Note: This department also offers to all students in the school the facilities of the Realia Collections in Pearsons Hall. Documentary and teaching material of all kinds is gathered here, together with extensive files of suggestions and sources. Students are urged to consult Miss Crandall, in charge of the collections, about their special needs.

Group D. Literature and Civilization

Directeur d'études, M. MORIZE

41. THE IDEAL OF MAN IN FRENCH LITERATURE.

The purpose of this course is to show that the great French writers through the ages have taken man as their theme, and that French literature has enduring value because it expresses the fullness of man. From Rabelais and Montaigne down to the contemporary period, the significant authors will be studied. Each lesson will be devoted to an author, his times, his ideas, his character; his personal method of serving the ideal of man, of expressing his concept of the universal, of preserving or furthering individual liberty, of bringing it into accord with social equilibrium, or into opposition to it, according to the nature of that equilibrium. Each lesson will require extensive reading in the author to be studied.

Daily at 11.00 in Warner Hemicycle. MME DUSSANE.

42. THE INTELLECTUAL BACKGROUND OF THE FRANCE OF TODAY.

The objective of this course is an understanding of today's events and changes in France, in the light of the history of ideas since the French Revolution. The principal topics discussed will be: the influence of the Revolution on French thought; the counter-revolutionary, humanitarian or socialist movements in the first half of the nineteenth century; the evolution of the religious question; the influence of science and of foreign philosophies; the results of the defeat of 1871 and the reconstruction of France which followed it; the formation of the various political ideologies of the Third Republic; the state of mind of the country between the two wars; public opinion in France on the eve of the events of 1939; present-day political tendencies.

Students who wish to derive the greatest profit from this course should review carefully the history of France from 1789 to 1939.

Daily at 12:00 in Warner Hemicycle. M. Morize.

45. THE HISTORICAL BACKGROUND OF FRENCH LITERATURE.

This course will study the development of the French nation and its civilization up to the end of the 19th century, and will show at each period the relation between the history of France and its literature. The principal writers and the chief works will thus be seen in their proper environment. Assigned readings, discussions, oral and written exercises by the students.

Daily at 9.00 in Recitation Hall 2. M. Boorsch.

46. CONTEMPORARY FRENCH CIVILIZATION.

This course is designed to give the student a better understanding of twentieth-century France, its institutions and culture. It will include an analysis of the following topics: the political situation, the governmental organization, the educational system, the religious situation, family life, literary and artistic tendencies, problems of economic life and foreign policy, etc. In addition to discussion, led by the instructor, there will be regular assignments for reading and study, oral and written reports, and other practical exercises.

Daily at 8.00 in Recitation Hall 2. M. Boorsch.

49. TRENDS IN FRENCH LITERARY CRITICISM.

A study of French criticism in the nineteenth and twentieth centuries. The course will cover the development of literary theories from *De L'Allemagne* to the death of Thibaudet. An analysis will be made not only of the masters of criticism and of the outstanding critical writings, but also of the significant literary undercurrents. Assigned readings, written reports and class discussion.

Daily at 10.00 in Munroe 201. M. Denkinger.

51. STUDIES IN CONTEMPORARY LITERATURE.

This course will offer a general outline of present-day movements and tendencies, together with a careful study of some of the masters of the contemporary novel and drama. Among the authors chosen for study are: Bourget, Colette, Duhamel, Fournier, Martin du Gard, Gide, Green, Hermant, de Lacretelle, Mauriac, Maurois, Proust, Romains, and the "populiste" movement. Lectures and collateral reading.

Daily at 10.00 in Recitation Hall 2. M. Coindreau.

54. THE NOVEL OF THE ROMANTIC PERIOD.

The course will study the pre-romantic novel of the eighteenth century (L'Abbé Prévost, Rousseau, Bernardin de Saint-Pierre); the cosmopolitan novel (Nodier); the exotic novel (Chateaubriand); the personal novel (Chateaubriand, Mme de Staël, Constant, Senancour, Sand, Musset); the historical novel (Hugo, Vigny); the romantic-realistic novel (Stendhal, Balzac); the socialistic novel (Sand, Hugo), the pseudo-romantic novel (Gautier, Mérimée). Extensive collateral readings, lectures, and reports.

Daily at 10.00 in Château A. M. Schinz.

56. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY.

An historical and critical survey of French thought as reflected in French literature from the death of Louis XIV (1715) to the beginning of the French Revolution. A study of the ideas that are carried over from the XVIIth century, of ideas that undergo a transformation, of new ideas—as expressed in society (salons, press, cosmopolitanism, etc.), on the stage, in the novel. Particular attention will be devoted to Montesquieu, the Encyclopedists, Voltaire, and Rousseau. Lectures, collateral reading, discussions, explications de textes.

For historical and social background, students are referred to Stryienski, *Le XVIIIe Siècle* (Hachette), and to L. Ducros, *La Société française au XVIIIe Siècle* (Hatier). For general history of literature: Des Granges or Bédier et Hazard. Texts studied in class will be found in Schinz, *Eighteenth Century French Readings* (Holt). Students intending to take this course are invited to acquaint themselves in advance with these works.

Daily at 12.00 in Munroe 11. M. Schinz.

57. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

Lectures, short tests on essential historical and biographical data, readings. Aids to study (mimeographed sheets, classical texts, documentary illustrations, etc.) will be supplied at various times. Students should own a good manual of French literature, preferably Lanson et Tuffrau, *Manuel ill.* (Hachette). The anthology to be used is Peyre and Grant, *Seventeenth Century French Prose and Poetry*, (Heath). The course is designed to give the student a broad understanding of the unfolding of the classical school, full attention being given to other great writers besides the dramatists (Descartes, Pascal, etc.) Collateral readings, class discussion, lectures.

Daily at 12.00 in Munroe 211. M. Denkinger.

58. THE RENAISSANCE AND ITS GREAT WRITERS.

An analysis of the Renaissance and the humanistic movement as it expressed itself in the works of the leading authors of France in the sixteenth century. A careful study of the writings and ideas of Rabelais, the Pléiade, Montaigne, and Calvin. Discussion of literary tendencies and exercises in "explications de textes." Lectures, outside reading, written and oral reports.

Daily at 9.00 in Munroe 201. Mlle Bruel.

61. OLD FRENCH.

The language spoken in France during the Middle Ages, as known through medieval literature. Description by comparison with modern languages. The Germanic theory and the Celtic substratum theory. Discussion of the general linguistic principles involved in the development of its phonology, morphology and syntax from the Classical Latin period to the Renaissance. Detailed study of short selections from the *Chanson de Roland*.

Daily at 11.00 in Munroe 211. M. Delattre.

63. EXPLICATIONS DE TEXTES—MODERN AUTHORS.

Practical direction and help in the reading and the interpretation of French authors, according to a method extensively used in French universities. Demonstrations and criticisms by the instructor, written preparation and oral practice by the students. Short passages from representative nineteenth and twentieth century authors will be chosen

for detailed analysis. The course will also be valuable for a review of the main currents of modern French literature.

Daily at 8.00 in Munroe 15. MLLE BRUEL.

64. TEXTBOOK READING FOR TEACHERS.

The purpose of this course is to study both from a literary and a pedagogical standpoint certain works which are often used in the secondary teaching of French. They will be considered in relation to their historical, geographical, or social background; and their literary, cultural, and human value will be emphasized. Possible exercises and classroom development will be suggested. The course will be helpful to students interested in the methods of conducting a reading class.

The texts chosen for study are: *Le Crime de Sylvestre Bonnard, Contes choisis* de Daudet, *Pêcheur d'Islande, Colomba, Cyrano de Bergerac, Contes choisis* de Maupassant.

Daily at 11.00 in Munroe 201. MME PERRIER.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

Group E. Oral Practice

Directeur d'études, M. THOMAS

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

This course is required for the Master's degree. Students may enroll on approval for the first week. At the end of the week, students will be assigned to the proper section of this course, or to Course 75.

Sect. I at 8.00 in Château, petit salon.	M. BOURCIER.
Sect. II at 9.00 in Château, petit salon.	M. BOURCIER.
Sect. III at 10.00 in Château, petit salon.	MME PERRIER.
Sect. IV at 11.00 in Château, petit salon.	MME GUILLOTON.
Sect. V at 12.00 in Château, petit salon.	MME GUILLOTON.

75. CONVERSATION AND VOCABULARY.

This course is intended for students who can understand French readily, but who speak it hesitatingly and who need to develop fluency and confidence in the spoken language, by a systematic method. The effective two-hour plan will again be used. The entire group of students enrolled in all the sections will meet each morning under the instruction of M. Thomas. A thorough study of the material to be used in the conversation sections for the day will be made: words, their correct pronunciation, their exact meaning, their "family," synonyms with various shades of meaning; idiomatic uses, suggestions for discussions, etc. After this general meeting, the students will meet in small sections, of eight or ten, and the entire hour will be devoted to actual conversation by the students. (This course does not count toward the M.A. degree.)

An Outdoor Sing

General meeting daily at 8.00 in Warner Hemicycle; attendance required of all students enrolled in the course.

Sect. I at 9.00 in Munroe 203.	M. Thomas.
Sect. II at 9.00 in Munroe 205.	Mme de Visme.
Sect. III at 10.00 in Munroe 203.	M. Thomas.
Sect. IV at 10.00 in Munroe 205.	Mme de Visme.
Sect. V at 11.00 in Munroe 203.	Mme Orangers.
Sect. VI at 12.00 in Munroe 203.	Mme Orangers.

76. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who have a good knowledge of written French, but have had little or no opportunity to hear the language and to speak it. Those whose preparation has been chiefly by the "reading method" will be assisted in changing their vocabulary from a "passive" to an "active" one. The class work will comprise constant repetition of the elements of everyday speech—drill in the systematic increase of oral vocabulary; and the development of self-confidence in expressing ideas in a foreign language. The course is introductory to Course 75, and students may be assigned to either one according to their ability. (This course does not count toward the M.A. degree.)

Sect. I at 8.00 in Recitation Hall 4.	M. Ranty.
Sect. II at 9.00 in Recitation Hall 4.	M. Ranty.
Sect. III at 12.00 in Recitation Hall 4.	M. Ranty.

Credits Two credits will be allowed for each course, unless otherwise indicated. All except Course 35 count toward the Bachelor's degree, and all except Courses 14, 35, 75 and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Intermediate Composition, The Workshop, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Advanced Composition and Stylistics, may

with the consent of the Dean, be taken a second summer for credit, since the material of the course is varied each year.

Course Requirements for the M. A. All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course in each of the following subjects: Stylistics, Phonetics, Methods, Literature, and Oral Practice. Courses 12, 23, 31, 74, and courses in Group D other than 61 and 64 satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 10 and 11.

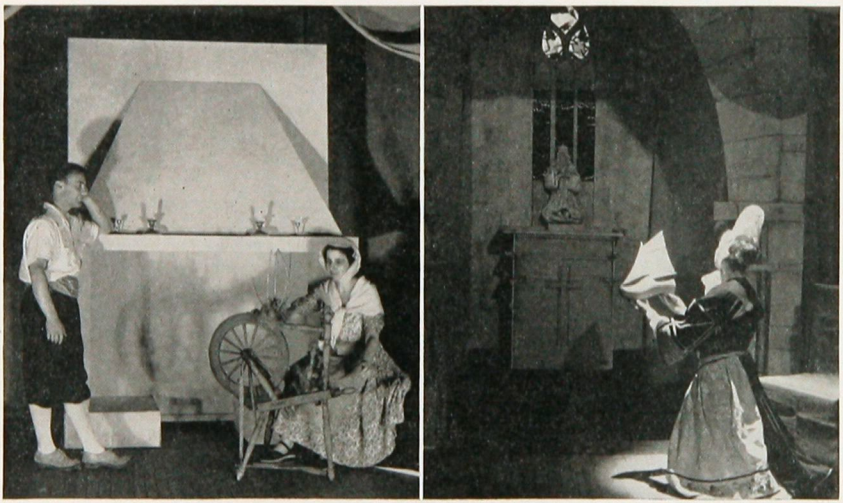
Books During the session there are two bookstores for the French School. The College Bookstore, on the ground floor of Old Chapel, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore, in Pearsons Hall, at the left of the main entrance, attempts to reproduce for the student a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. In spite of the war, this bookstore is able to offer a good variety of recent French works, fiction, poetry, etc., at reasonable prices.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publications of note in fiction, poetry, and drama; and have recently been enriched by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, and is known as the Phonetics Center. Students will find there the recording phonograph, the new SoundMiror for magnetic recording on copper tape, dictaphones for temporary recording on wax cylinders, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Three assistants will be in charge of this equipment, and will be on duty during all class and study periods to aid students in their work. Regular consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Realia Collections A unique and valuable collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children, illustrated magazines, language games of all sorts, railway posters, postcards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students at any time.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, etc. A large collection of slides on French geography, the history of French art and period styles was secured through the cooperation of the Ministère des Affaires Étrangères and M. Robert Rey, Inspecteur général des Beaux-Arts. Extensive use is made of mimeographed material at the school, each class being supplied with full outlines, schedules, and special exercises at very small cost.



Dramatized Folk-Songs

Picnic Supper

LIFE IN THE SCHOOL

Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who wilfully break this rule. (See page 5.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through his agents appointed by the college, and they are responsible to him for the discipline in the building.

In addition, provision is made for further development of the social life in each house by the appointment of hostesses. They will assist in fostering the spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall One of the newest and finest dormitories on the campus is Forest Hall. It is built of native stone in colonial style, and houses one hundred twenty students. All rooms are single, with washroom between every two rooms. There are reception rooms, parlors, and two dining rooms, accommodating all the students living in the building. The office of M. Morize, as well as the faculty club room, is also located here.

Le Château The Château is one of the most striking features enjoyed by the French School, and is a picturesque expression of the French atmosphere. The architecture of the Château is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the early eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the offices of the Dean.

The Other French Houses Pearsons Hall is a large white marble structure of colonial style, located on a height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms, and a large dining hall accommodating more than a hundred. Ample, shaded grounds adjoin Battell Cottage and Pearsons Hall. Chairs and benches placed on the lawn and under the trees provide pleasant opportunities for reading and study out of doors. Starr Hall is a fine old stone building in colonial style. Painter Hall, the oldest and most historic building on the campus has been completely remodeled, and now offers very attractive single and double rooms absolutely fireproof. A wing of the new Gifford Hall, headquarters of the Italian School, may also be occupied by the French School. The school will enjoy the use of the beautiful modern recitation building, Munroe Hall, opposite Forest Hall.

Dining Halls Four dining halls serve the French School: one in Battell, one in the Château, and two in Forest Hall. The students gather at tables for seven or nine, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted. The table offers excellent opportunity for French conversation. Different viewpoints with a common purpose stimulate all students to participate actively in the discussions.

Entertainments The Thursday evening dramatic entertainments will be an important feature of the school life. Under the direction of Mlle Leliepvre, groups of faculty and students will present a varied program of plays. Community singing of folk songs will continue to be an important part of these Thursday evening meetings. *Chantons un peu*, by R. M. Conniston, (Doubleday Doran), will be used; students should bring their own copy.

There will be lectures on Tuesday evenings by Madame Dussane and M. Morize, on subjects drawn from diverse phases of French life and culture. A program of special lectures is also being arranged.

On occasional Friday evenings, social gatherings will be organized. The annual Masquerade Ball is always a most colorful and enjoyable affair. Prizes are given for the most original costumes.

The evening program of the school will thus be as follows:

Sundays: Concert.
Mondays: Free.
Tuesdays: Lectures.
Wednesdays: French moving pictures.
Thursdays: Dramatics and community singing.
Fridays: Occasional social gatherings.
Saturdays: Free.

Music One of the most enjoyable elements of the school program is the music, contributed by members of the regular musical staff. Every Sunday evening, there is a concert of chamber music. Illustrations of French vocal music are presented by a concert soloist. These artists also participate in the chapel services on Sunday morning. Attention is called especially to the orchestra, organized and directed by Mr. Britt.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at eleven o'clock in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The vested choir of one hundred voices will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, June 27, students will be met at the train by a representative of the French School, who will direct them to taxis and assist them with arrangements for luggage.

As soon as possible, students should report to the Dean, on the third floor of Old Chapel, to register for their courses, and to receive other information. Students who arrive Friday will find it much easier to fulfill these formalities without delay. (See also page 10.)

The first official assembly of the French School will be held at the Gymnasium on Sunday evening, June 29, at 7:30. All students are required to attend. Classes begin at eight o'clock Monday morning, June 30.

Consultations During the session, M. Morize, as Director, desires to put himself entirely at the disposal of the students. He will hold regular consultation hours at his office in Forest Hall. M. Guilloton, Assistant Director, and Mme Gall-Bernot, Assistant to the Director, will also aid with student interviews; they may be consulted in adjoining offices in Forest Hall. The Dean, Mr. Freeman, may be consulted at the Château Office daily from 9:00 to 1:00, and from 2:00 to 3:30, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Prof. Stephen A. Freeman, Dean of the French School, Middlebury College, Vermont.

Correspondence concerning fees and transcripts may be addressed to Mrs. Pamelia S. Powell; inquiries concerning rooms to Miss Virginia Ingalls, Office of the Language Schools, Middlebury College.

Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter in July, September or February. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions. Professor Freeman will be glad to discuss possibilities of study.

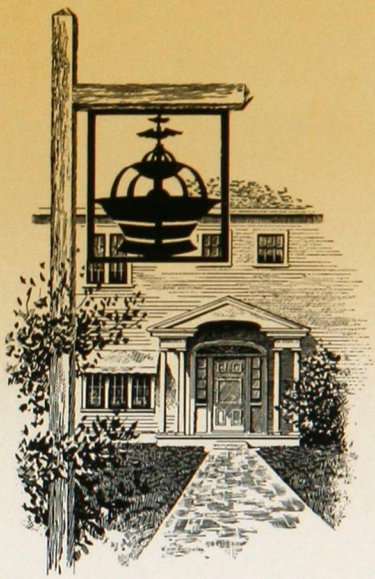
Scholarships For the summer of 1941, *twelve* scholarships of fifty dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

Two of the above scholarships are made possible through the generosity of Mrs. James Richardson of Providence, R. I., who has established a fund known as the James Richardson Scholarships.

Two tuition scholarships are offered for the summer of 1941, one through the American Association of Teachers of French, the other through the Cercle Français of Radcliffe College. Information concerning the terms of the awards may be secured from these organizations.

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The thirty or more waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write to Miss Mary C Dutton, Dietitian, Middlebury College, for application blanks.

The GERMAN SCHOOL



THE GERMAN SCHOOL

(From June 30 to August 14)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. After the War in 1931, when the school reopened, Professor Ernst Feise of the Johns Hopkins University was appointed Director of the School which was removed to the neighboring village of Bristol in accordance with the two leading principles of the Midldebury Summer Schools, isolation and concentration.

The Idea This segregation seemed necessary if students were to concentrate all their efforts upon one language alone; for, remote from the contact with the other foreign languages and not distracted by the life of a larger English-speaking community around them, they are to merge into the intimate circle of a German Arbeitsgemeinschaft and for the six weeks of the session are to make the German language in work and play their sole medium of communication.

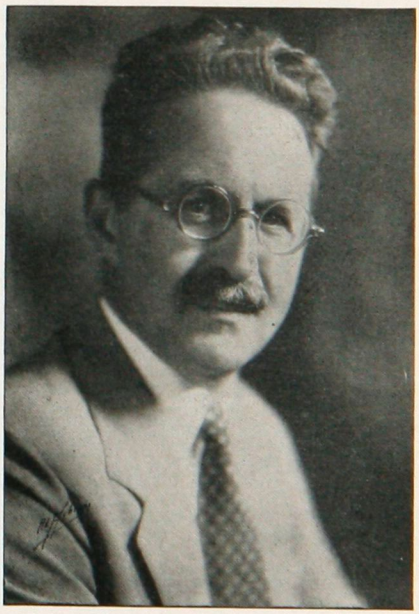
Out-door Class

GERMAN SCHOOL STAFF

FRANZ J. RAPP, *Visiting Professor* (by courtesy of the Henry Janssen Foundation).

Universities of München and Erlangen (Sciences; Classical Archeology, History, History of Art), 1903-14. Ph.D. Erlangen, 1914. Assistant at Archeological Institute and Art Gallery of University of Erlangen, 1908-14. Theatre Museum, München: Assistant Curator, 1919-20; Curator, 1920-31; Chief Curator, 1931-36. Professor of Art and History of the Theatre at State Academy for Applied Art, München, 1929-35; Lecturer in Dramaturgy and History of the Theatre at Deutsche Schauspiel- und Filmschule, München, 1932-34; Lecturer at University of Cambridge and Warburg Institute at London, 1939. Honorary Research Fellow in Theatre and Dramatic Criticism, Yale University, 1939-40.

Publications: Architekturdarstellungen auf griechischen Vasen, 1914; Goethes Faust auf der Bühne, 1920; Süddeutsche Theaterdekorationen aus drei Jahrhunderten, 1926; Gliederung und Aufbau der Deutschen Theaterausstellung Magdeburg, 1928; Goethe und München, 1932; Ein unbekanntes Bildnis Carl Maria von Webers, 1937. Articles in Museumskunde, Die deutsche Bühne, Neues Archiv für Theatergeschichte, Corona, Die Kunst, Contemporary Review, etc.



ERNST FEISE, *Director.*

Universities of Berlin, München, and Leipzig, 1902-1908; Ph.D. Leipzig, 1908. University of Wisconsin: Instructor in German, 1908-12; Assistant Professor, 1912-15; Associate Professor, 1915-17. Oberlehrer at the Collegio Aleman, Mexico City, 1920-23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924-27. The Johns Hopkins University: Associate Professor of German 1927-28, Professor of German, since 1928. National President AATG, 1939, 1940. The Middlebury College School of German, since 1931.

Publications: Die Leiden des jungen

Werthers von Johann Wolfgang Goethe, Oxford University Press, 1914; Goethe's Hermann und Dorothea, Scribner's, 1917; Hauptmann's Einsame Menschen (with M. G. Evans), Henry Holt and Co., 1930; articles in Germanic Review, Modern Language Notes, Monatshefte für deutschen Unterricht, Euphorion and other periodicals. Advisory Editor Modern Language Notes and Books Abroad; Editorial Board, Monatshefte für deutschen Unterricht. General Editor Gateway Books, W. W. Norton, Inc.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918-23) and Giessen (1929-30); Teachers' College Columbia University, 1928-29; Summer Schools in Geneva, 1925 and Madrid, 1926. Ph.D. Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923-27. University of Wisconsin, Instructor in German, 1927-28; Hunter College, Instructor in German, 1928-29; Studienrat at the Karsen Experimental School, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930-31. New York University, Instructor, 1931-32. Middlebury College, Associate Professor since 1932. President Interscholastic Federation of German Clubs. The Middlebury College School of German since 1931.

Publications: Friedrich Schnack: Klick aus dem Spielzeugladen, Henry Holt and Co., 1935; Wege zur deutschen Kultur, J. B. Lippincott Company, 1937; Vom Bild zum Wort, J. B. Lippincott Company, 1938; Kleine Deutsche Realienkunde, Publications of the Interscholastic Federation, 1940; Heitere Geschichten, W. W. Norton, 1940; articles on modern authors, methods of teaching, and stylistic problems in various journals.

IRENE B. JORDAN.

Universities of Berlin and Göttingen, 1922, 1924-31; Staatliches Lehrerseminar Berlin, 1923-24; Staatsexamen in Modern Languages and Physical Education, Berlin, 1932; Loheland, Bode, and Gindler Schools of Rhythm, Berlin, 1922-24 and 1930-32; Instructor in Rhythmics and Dancing, Carleton College, 1934-36; Assistant in German, University of Minnesota, 1937-38; Instructor in German, Riverdale School and Brooklyn College, New York, 1938—; Instructor in German and French, Dalton School, New York, 1938—; The Middlebury School of German, since 1938.

FRIEDRICH WILHELM KAUFMANN.

Universities of Bonn and Freiburg, 1910-14; University of Chicago, 1925-26; Ph.D. University of Chicago, 1926; Studienreferendar at the Oberrealschule in Köln, 1919-20; Assistant in Psychology, Pathological Clinics in Bonn, 1920-21; Studienassessor at the Gymnasium in Rheinbach. Elmhurst College, Elmhurst, Ill., Instructor in German, 1924-25; Professor of German, 1925-29. Smith College, Assistant Professor of German, 1929-31; Associate Professor 1931-35. Oberlin College, Professor of German, since 1935. Hunter College Summer School, 1930. The Middlebury School of German, since 1931.

Publications: Hagboldt and Kaufmann, A Modern German Grammar, 1927; Inductive Readings in German I, 1927; Deutsch für Anfänger, 1930; Kaufmann and Balduf, Inductive Readings in German III, 1929; Kaufmann, A Brief Course in German, all at The Heath Chicago German Series; K. H. Waggerl: Brot, Gateway Books, W. W. Norton, 1935; Müller-Partenkirchen; So ist das Leben, 1935, D. C. Heath; German Dramatists of the Nineteenth Century, Lymanhouse, 1940; Our Schiller, Academic

Press, Oberlin, Ohio (in press); articles on German authors, the teaching of German in The German Quarterly, The Germanic Review, Modern Language Notes, and Monatshefte für deutschen Unterricht. Contributing Editor, Books Abroad.

HELEN OTT.

New York State College for Teachers, A.B., 1925; Middlebury College School of German, M.A., 1935. Teacher in Watertown, N. Y., 1925-26; Ravenna, N. Y., 1926-31; Sag Harbor, N. Y., 1931-33; Albany, N. Y., since 1933. Hudson Valley Chapter A.A.T.G., Secretary since 1930. The Middlebury College School of German, 1937-39.

ROBERT RÖSELER.

University of Posen (Germany), 1905-09; Ph.D., The Ohio State University, 1928; Realschule Czarnikau (Germany), 1903-05; Herderinstitut, Riga (Latvia), 1911; Lehrerseminar Koschmin (Germany), 1912-13; Teachers' Seminary, Milwaukee, Wis., 1913-20; Oberrealschule, Mexico City, 1920-25; The Ohio State University, Instructor in German, 1925-28; Assistant Professor, 1928-32; Associate Professor, 1932-34. The University of Wisconsin, Professor of German, since 1934. The Middlebury College School of German, since 1931.

Publications: College German, (with M. B. Evans), 1931; Das Rheinland, 1934, both Crofts & Co.; Altes und Neues, (with Adelaide Ber), Henry Holt & Co., 1934; Moderne deutsche Erzähler, Gateway Books, 1935; Workbook and Grammar Review (with M. B. Evans), Crofts & Co., 1939; Deutsche Novellen des neunzehnten Jahrhunderts, Holt & Co., 1941. General Editor of Gateway Books, W. W. Norton, Inc. Editor of Monatshefte für deutschen Unterricht, Madison, Wisconsin.

OSKAR SEIDLIN.

Universities of Freiburg (1929-30), Frankfurt (1930-33), and Basel (1934-35). Ph.D., Basel, 1935. Director "Frankfurter Theaterstudenten," 1931-33; Tutor in German language and literature, University of Lausanne, 1936-38. Smith College, Lecturer in German literature, since 1939. The Middlebury College School of German, since 1939.

Publications: Translation and adaptation of John Gay's Beggars Opera, 1932. Otto Brahm als Theaterkritiker, Zürich, Niehans, 1936; Pedronis muss geholfen werden (novel), Aarau, Sauerländer, 1937; Mein Bilderbuch (verse), Zürich, Oprecht, 1938; S.O.S. Geneva (novel), New York, Viking Press, 1939; German edition, Humanitas, Zürich, 1940; articles and book reviews in German, Swiss, Dutch, American periodicals and newspapers.

FRITZ TILLER.

University of Berlin, 1927-30; Middlebury College: Student Assistant, 1930-32; Yale University, 1933-35; A.M., Middlebury College, 1932; Ph.D. Yale University, 1940. Middlebury College: Instructor in German, 1932-33; Yale University: Instructor in German, since 1935. The Middlebury College School of German: 1931, 1934-38, 1940.

The German Summer Session of 1940

The Library and the Book Store

SPECIAL LECTURE SERIES

Through the courtesy of the Henry Janssen Foundation the School is enabled to offer a course of lectures which all students are urged to attend:

THE HISTORY OF THE GERMAN THEATRE by Dr. Franz Rapp, formerly Curator of The Theatre Museum at Munich.

This course, illustrated by lantern slides, is a survey of the German theatre from its beginnings to the present. It is complemented by the History of the Drama and will endeavor to show how the play of different type and period attains completion only when style of acting, costume and scenery, and the structure of stage and theatre combine to create it as a work of art. 7:30

THE COURSES OF STUDY

PRELIMINARY EXAMINATION.

On Tuesday, July 1, all new students will be given a preliminary written examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the school.

A. Literature

(An advance reading list for literature courses will be furnished by the Language Schools Office or the Dean upon application)

13. THE CLASSICAL PERIOD.

A survey of German literature from 1750 to the death of Goethe. Lectures; reports; and readings in the principal authors of the period, particularly Klopstock, Wieland, Lessing, Herder, the *Stürmer und Dränger*, Schiller, and Goethe. 9:30 Mr. Feise.

20. SPECIAL INVESTIGATION.

Students advanced in their graduate study may work on special topics under the guidance of one of the members of the staff. They are, however, urged to confer with the Director before the opening of the School so that the object may be defined and the necessary books procured. (One or two credits)

28. HISTORY OF THE GERMAN *NOVELLE*.

From Goethe to the end of the century; its theory, form, and evolution through the different literary currents. 4:30 Mr. Feise.

29. A SURVEY OF THE GERMAN DRAMA.

From the Middle Ages to our times. Characteristic dramas of the different periods will be read and discussed with regard to type, structure, ideas, and relation to the spiritual situation of their epoch. 7:30 Mr. Feise.

39. MODERN FICTION: THOMAS MANN.

An intensive study of four of Thomas Mann's short stories as to their philosophical, cultural, and stylistic significance. The main problems will be followed up by chosen excerpts from and interpretation of his great novels and essays. (Introductory literature course, not open to advanced students). 8:30 Mr. Seidlin.

B. Civilization

43. HISTORY OF GERMAN ART.

The development of German architecture, sculpture, and painting in its highest achievements. Analysis of content, form, and style. Discussions and student reports. Text: R. Hamann, Geschichte der Kunst. Berlin, 1934. 8:30 Mr. Kaufmann.

C. Language

51. HISTORICAL SURVEY OF THE GERMAN LANGUAGE.

An introduction to the essentials of German phonology, morphology, syntax, and semantics. Readings illustrating the most important stages of the evolution of the language. 11:30 Mr. Kaufmann.

55. PRACTICAL PHONETICS.

A study of the formation and combination of German speech sounds with practical exercises. Special emphasis will be laid on characteristics of spoken German, such as rhythm and speech melody as factors of expression. 11:30 Mr. Neuse.

All students deficient in German pronunciation will be obliged to do special work in the phonetics laboratory until their defects are corrected.

D. Language Practice

A. BEGINNERS' COURSE.

The fundamentals of German grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course is open only to students in the other Middlebury schools who wish to begin the study of German. *It is not open to members of the German School, and will not count for graduate credit.* (See page 6).

Daily at 8:00 in Munroe 211. (Middlebury Campus) MR. NEUSE.

61. ADVANCED COMPOSITION AND STYLISTICS.

A systematic study of style, shades of meaning, adequacy of expression. Model selections of prose and master translations will form the basis for imitative composition and for translation of passages of increasing difficulty. A thorough knowledge of German grammar is prerequisite for this course. 10:30 MR. SEIDLIN.

65. COMPOSITION AND GRAMMAR REVIEW.

A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. Study of synonyms and idioms. 10:30 MR. RÖSELER.

68. GRAMMAR.

A thorough and systematic review of German grammar, syntax, and basic vocabulary. Reading and stylistic analysis of simple prose and poetry. Daily papers and reports. This course is supplemented by the ORAL PRACTICE course and should be taken only in conjunction with it. No auditors. Two credits (no credit toward the M.A. degree). 10:30 MR. TILLER.

69. ORAL PRACTICE.

The goal of this course is to develop the ability to use German correctly and idiomatically in conversation. Beginning with reading exercises and reports, it will proceed to the organization of the vocabulary into thought groups which will serve as the basis for conversation and group discussion. Since this course is designed to supplement the GRAMMAR course, it should be taken alone only by students who have demonstrated a fair knowledge of grammar in the preliminary examination (see page 47.) No auditors. One credit (no credit toward the M.A. degree). 11:30 MR. TILLER.

LANGUAGE CLINIC. *Students who need special assistance on account of particular deficiencies in grammar, written and oral expression, will be assigned to individual members of the staff for extra work.*

E. The Teaching of German

71. METHODS OF TEACHING.

A comparative study of contemporary writers and movements in the field of modern language teaching for the purpose of appraising, developing, and formulating their contribution to the teaching of German in secondary schools and colleges. Objectives, educational values, scientific foundation of modern language teaching on the basis of modern psychology, phonetics, and progressive educational theory. Selection and organization of subject matter, critical discussion of various theories of methods, choice and use of textbooks on beginners' German, grammar, reading, and literature. The use of realia, reviews, tests, and examinations. Practical demonstration of class work in the Demonstration School. 9:30 MR. RÖSELER.

(78. THE GERMAN CLUB.)

Omitted in 1941, but students interested in folk dancing will be given instruction by Mrs. Jordan in the afternoon.

F. The Demonstration School

A. BEGINNERS' GERMAN.

Practical demonstration of the class work in a beginners' high school class: the teaching of pronunciation, oral and silent reading, acquiring of a vocabulary, fundamentals in grammar.

B. SECOND SEMESTER HIGH SCHOOL GERMAN.

Practical demonstration of the class work in a second semester of high school German.

2:10 Miss Ott.

Students registered in the methods course will be expected to devote two hours a week to this course under the supervision of the instructor in charge. Effective means for directing observation, guidance of supervised teaching, and methods of strengthening the young teacher through conferences will be considered. Opportunity will be afforded for the solution of individual problems with which members of the class are confronted in their present teaching activities.

Schedule

		7:00 Breakfast	
7:30	Drama	Theater (*alternating*)	
8:30	Art	Fiction	
9:30	Classic. Period	Methods	
10:30	Stylistics	Composition	Grammar
11:30	Hist. Lang.	Phonetics	Oral Practice
		12:30 Lunch	
2:10	Demonstration School		
	Folk dancing		
4:30	Novelle		
		6:30 Dinner	

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching (71, including some teaching under observation in the Demonstration School).
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's Faust (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1943)
12. Barock und Aufklärung (1944)
13. The Classical Period (1941)
14. The Romantic Period (1942)
15. Nineteenth Century (1943)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's Faust (1942)
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics

B. CIVILIZATION

(3 year rotation)

41. German History (1942)
42. German Folklore (1943)
43. German Art (1941)

C. LANGUAGE

51. History of the German Language (1941)
55. Phonetics (yearly)
57. Phonetics Laboratory

D. LANGUAGE PRACTICE

(yearly)

61. Advanced Composition
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching (yearly)
78. The German Club (biennially)

F. THE DEMONSTRATION SCHOOL

(yearly)

Folk Dancing

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. If such aims will appeal primarily to teachers and graduate students majoring in the language, they should also attract those who, interested in German from a cultural point of view, would welcome the association with a homogeneous group of persons of like tastes and interests.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and the half dozen houses in which the students are located, scattered in the immediate vicinity. Owing to the good library and art collection lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of the school. For it is necessary that the student, beyond the knowledge to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country, especially at a time when most portentous social and political changes are taking place, when old tables of value in art, literature, and philosophy are broken, and when an independent judgment can be formed only on the basis of historical perspective.

The Work No elementary courses are given in Bristol; from the first, students speak the language of the school. Undergraduates with a good preparation will find sufficient work in intermediate courses offered and will be given proper consideration and reduced work if taking courses primarily intended for graduates. All instruction lies in the hands of native teachers, who also preside at the meals and are ready for help and advice in and outside of the classroom.

Admission For all questions concerning admission see page 5. In order to avoid too many changes during the first week of the session new students may be asked to show in a preliminary test their proficiency in the German language (see page 47). Since the success of the school and the benefit derived from attending it depends on the creation of an atmosphere of intimate group consciousness and a carrying out of a carefully planned program of six weeks, participation in all official activities of the school,

such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected to take part in the daily singing and to attend extracurricular lectures and programs.* (For Visitors see page 11.)

Credits Two credits will be allowed for all courses meeting five hours a week with the exception of courses 69 and 78, which carry one credit. All courses count toward the Baccalaureate degree and all except Beginners' Course A, Grammar (course 68) and Oral Practice (course 69) count towards the Master's degree. Other information concerning credits will be found on page 7.

Degrees, Examinations, Fees For complete information concerning degrees, examinations, fees, opening of session, etc., see pages 7 to 12.

Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table pre-

Mountain Hike

sided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon and evening meals German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures There will be brief lectures or readings after dinner and a production of a drama or a program of music every Thursday evening. "Literarische Sonntagsandachten," not conflicting with local church services, will be held every Sunday morning.

Music Music is recognized as a primary factor in fostering the community spirit of the school. To be sure, the school arranges for a number of formal concerts by its own staff as well as by other guest artists. But the main emphasis is laid not upon the passive enjoyment of music as mere entertainment but, rather, upon having the musical life of the school grow out of the active cooperation of the students themselves. Therefore, under the leadership of Mr. Tiller, special attention will be given to the rehearsing and presentation of instrumental and vocal music by German composers. The scope of this extra-curricular activity will naturally depend on the presence of musical talent among the students. In the past, various chamber-music groups and choruses were organized and furnished the music for the Sonntagsandachten in addition to giving concerts for the school and the village. In order to make this musical activity possible and to prevent delay in its organization, all students are urged to bring their instruments and suitable music. Attention is also called to the orchestra, under the direction of Mr. Horace Britt. See page 6.

Folk Dancing will be taught in special groups in the afternoon, but there will be opportunity for all students to join these groups on Tuesday and Friday evenings.

OTHER INFORMATION

Arrival On June 30, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 9:00 a. m. on. All students will meet the representatives of the college treasurer and recorder at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 7:30 o'clock Tuesday morning, July 1.

Graduation Dinner

Book Store At the Bücherstube all books used in the courses may be purchased; but also other books of fiction, drama, poetry, illustrated books on German art, and reproductions of paintings will be offered for sale at moderate prices. *For advance reading lists write to the Language Schools Office or the Dean.*

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $60.00, and it will be open to all former and new graduate students who would be unable to attend without financial assistance.

In addition to the *Martin Sommerfeld Scholarship* two other scholarships of $50.00 each are made possible through the generosity of the Henry Janssen Foundation.

These three scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before May 15. The awards will be announced before June 1.

Address Correspondence concerning admission, courses, credits, scholarship, and degrees should be addressed to Prof. Werner Neuse, 21 South Street, Middlebury, Vermont. Correspondence concerning rooms and fees should be addressed to Language Schools Office, Middlebury College, Middlebury, Vermont.

The ITALIAN SCHOOL

THE ITALIAN SCHOOL

BECAUSE of the significant contribution of Italy to modern philosophy and science, the study of Italian has become a useful tool for scientific purposes, as well as for the study of art, music, and literature. Moreover, many citizens of our country, of Italian parentage or birth, are naturally drawn to the study of the language and culture of their forebears, with the result that many secondary schools and most colleges and universities now feel the need of offering courses in Italian.

It will continue to be the exclusive aim of the Middlebury Italian School to help preserve in America, for the enrichment of our national life, those values of Italian culture which are the prized heritage of all mankind.

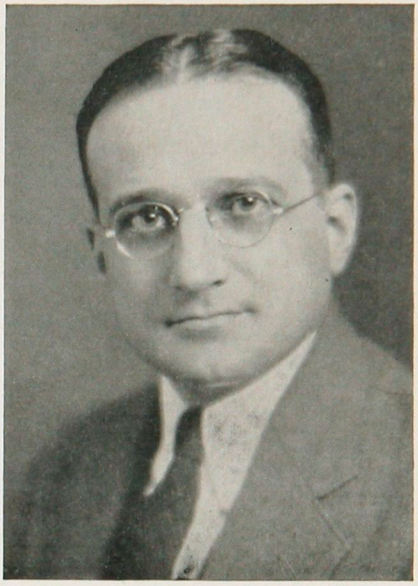
The Session of 1941 The Italian School of Middlebury College was founded in 1932 by Dr. Gabriella Bosano, Chairman of the Italian Department at Wellesley College. Her high scholarship, energy, and personal charm won immediate success for the school. Following her resignation in 1938, the school was most fortunate to secure as Director, Dr. Camillo Merlino, Professor of Romance Languages at Boston University, and past President of the American Association of Teachers of Italian. Dr. Merlino is in personal charge of the organization and plans for the session of 1941.

He is happy to announce the appointment, as Visiting Professor, of Dr. Vittorio Ceroni, of New York University and Hunter College, as well as the return, following an absence of four summers, of Dr. Domenico Vittorini, of the University of Pennsylvania. These, together with Maestro Sandro Benelli, Professors Teresa Carbonara, Enrico Carbonara, and Gaetano Massa and the Director, will constitute the teaching staff for 1941.

In addition to the basic offerings in language, literature, civilization and music, as well as Italian Folklore and Oral Stylistics, the curriculum will be further enriched by the following new courses of advanced character: the Human Value of Italian Literature; Studies in Contemporary Italian Literature; Manzoni and His Times; and Idiomatic Prose Translation.

ITALIAN SCHOOL STAFF

CAMILLO PASCAL MERLINO, *Director.*



A.B., Harvard University, 1923; A.M., 1926; Ph.D., 1928; Rogers Traveling Fellow of Harvard University, 1926-27, (study in France, Italy, and Spain); Instructor in French and Italian, Hobart College, 1923-24; Instructor in Romance Languages and Tutor in the Division of Modern Languages, Harvard University, 1924-26 and Radcliffe College 1927-28; Instructor in French, University of California, 1928-29; Associate in Italian, Byrn Mawr College, 1929-30; Assistant Professor of Italian, University of Michigan, 1930-36; Associate Professor 1936-37; Associate Professor of Romance Languages, Boston University, 1937-38; Professor, 1938—; Acting Director and Visiting Professor, Middlebury Italian Summer School, 1938, Director, 1939—.

Secretary-Treasurer of the American Association of Teachers of Italian, 1932-40; President, 1940; Member of the Executive Council of the National Federation of Modern Language Teachers and Vice-President for 1937; President of the Circolo Italiano di Boston; Member of the Modern Language Association of America, Dante Society, American Association of University Professors, etc.

Publications: *The French Studies of Mario Equicola*, University of California Publications in Modern Philology, 1929; *A Bibliography of Italian Homage Volumes*, Italica, 1930; *References to Spanish Literature in Equicola's Natura de Amore*, Modern Philology, 1934; and other articles, as well as reviews and translations. Collaborator on the *Bibliografia Veneziana* for the R. Istituto Veneto di Scienze, Lettere ed Arti.

VITTORIO FEDERICO CERONI, *Visiting Professor.*

Dottore in lettere, Royal University of Milan, 1918; Accademico ordinario, Royal University of Naples, 1925; Ph.D., New York University, 1932; Commendatore della Corona d'Italia, 1939. Instructor, Lycée Massena, Nice, France, 1917; Instructor, Ginnasio Istituto Zaccaria, Milano, Italy, 1918-22; Lecturer, Waseda University, Tokio, Japan, 1922-23; Instructor, Hunter College, New York, 1926-36; Assistant Professor, 1936—; Lecturer, New York University, School of Education, 1932—.

Member of: American Association of Teachers of Italian; Medievalists of New York; Annual Foreign Language Conference Committee of New York University; Chartered Institute of American Inventors; etc.

Publications: *Quali devono essere le nostre gioie*, Milano, 1918; *The Metempsychosis of a poem on Rome*, New York, 1930; several articles, poems, and reviews in various Italian and local journals. Correspondent of *L'Italia*, Milano, Italy, since 1925.

SANDRO BENELLI.

Pupil of Maestro Antonio Scontrino; diploma of "Alta Composizione," R. Conservatorio Luigi Cherubini, 1915; choir director of the Churches of S. Croce and S. Marco, Firenze, 1922-27; professor of Choral Music, R. Conservatorio Luigi Cherubini, Firenze, 1925; founder and director of the "Coro Fiorentino"; member of the Committees to Commemorate Dante Alighieri, 1921; William Byrd, 1923; Palestrina, 1925; founder and director in the United States of the Florentine Choir (gave 300 concerts in various American cities); choir director of the Church of Our Lady Queen of Martyrs, Forest Hills, N. Y., 1931—; director of the "Coro Folkloristico d'Italia," director of the Madrigal Singers, New York, 1931—; director of the *Coro d'Italia News*, New York, 1935—; Lecturer on Education, New York University, 1939—; Visiting Professor, Middlebury Italian Summer School, 1937; Instructor, 1938, 1939, 1940, 1941.

Composer of: *Oratorio Santo Francesco*, chamber music, and cantatas. Lecturer on musical subjects. Author of: *Le più belle canzoni italiane*; in preparation, *Canzoniere Italiano*; numerous articles on musical subjects in *Atlantica*, *Corriere d'America*, *Impero*; weekly radio program of "Italian Folk Songs."

SIGNORINA TERESA CARBONARA.

Born and educated in Italy; B.A., Barnard, 1920; M.A., Columbia University, 1921; completed residence requirements for Ph.D. at Columbia, 1925-29; Instructor in Latin and French, College of New Rochelle, 1921-1924; Instructor in Italian, Spence School, New York, 1924-1929; Instructor in Italian, Barnard College, 1929—; Lecturer on general topics of Italian culture; Instructor, Middlebury Italian Summer School, 1936, 1937, 1938, 1939, 1940, 1941.

ENRICO CARBONARA.

B.A., College of the City of New York, 1925; Graduate student, Yale University, 1928-29; University for Foreigners, Florence, Summer Session, 1929; M.A., Columbia University, 1930. Instructor in Italian, Columbia University, 1930-31; Radio broadcasts of lessons in Italian conversation, 1931-33; Teacher of Italian and French, Newton High School, New York 1932-35; Teacher of Italian, Port Chester Senior High School, Westchester, New York, 1937-38; Member of the Executive Council and Corresponding Secretary of the Italian Teachers' Association, 1936-37; Teacher of Italian and French, Evander Childs High School, 1938—; Instructor, Middlebury Italian Summer School, 1940, 1941.

Publications: *Lessons in Italian Conversation*, Y.M.C.A. School of Languages, New York, 1932; *The Value of Italian in Promoting International Good-Will and Understanding*, Faculty Bulletin of the Evander Childs High School, January 1937. Translations and reviews published in various periodicals.

In preparation *Basic Italian* (in collaboration).

GAETANO MASSA.

Convitto Ludovico Ariosto e Liceo Battista Vico, Naples, 1928; Universidad de Madrid, 1933; Completed French Course at the Institut Français en Espagne de l'Université de Toulouse (Madrid), 1932; Received diploma to teach Esperanto (Madrid), 1932; Resident and Italian Instructor at the Cité Universitaire (Paris), summer 1932; Romance Language Specialist for the Linguaphone Institute since 1934; Instructor of Italian and Spanish, The Residence School, New York, 1938—; Editor

of *Il Giornalino*, 1939. Editor of *Las Americas*, 1940—; Visiting Professor, Middlebury Italian Summer School, 1940; Instructor, 1941.

Publications: *An Aid to Italian Letter Writing; An Aid to Spanish Letter Writing; An Outline of Italian Civilization; Italian Idioms and Proverbs; Goldoni, Pirandello* (essays), *Le Baruffe Chioggiotte* (translated into Italian from Venetian, with notes); In preparation: *Dialoghi Celeri; Guida alla Bella Italia.* Contributor to several cultural magazines; translator of scientific and literary material; broadcast a dramatized course of Italian lessons; publisher of Tricolor Series, 1939—; Director of Las Americas Publishing Company.

DOMENICO VITTORINI.

Dottore in lettere e filosofia, University of Rome, 1916; M.A., Princeton University, 1917. Assistant Professor of Romanic Languages and Literatures, University of Pennsylvania, 1925—; Visiting Professor, Middlebury Italian Summer School, 1936; Instructor, 1941.

Vice-President of the International Institute of Philadelphia, 1935, 1936; Member of the Board of Directors of the Società pro-Cultura Italiana of Philadelphia. 1935—; Lecturer on literary and historical aspects of Italian life; Socio corrispondente dell' Ateneo Veneto, 1934—; Member of Modern Language Association of America, American Association of Teachers of Italian, etc.

Publications: *The Modern Italian Novel*, 1930, (University of Pennsylvania Press); *The Drama of Luigi Pirandello*, 1935, (University of Pennsylvania Press); several articles as well as frequent book reviews in Italian and American professional journals.

Auxiliary Personnel

Signorina Bridget Marano, A.M., Secretary to the Director.
Signor Rocco Mastrangelo, A.M., Assistant in Social Activities.
Signor John Medaglia, A.B., Assistant in the Bookstore.

THE COURSES OF STUDY

Group A. Language

A. BEGINNERS' COURSE.

Grammar; drill in correct pronunciation; dictation; conversation. Reading of modern Italian short stories and plays.

This course is open only to students in the other Middlebury Schools who wish to begin the study of Italian. *It will not be open to members of the Italian School, and will not count for graduate credit.* (See page 6).

Daily at 9:00 in Munroe 211. Signorina Carbonara.

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar. Constant oral and written practice; vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 10:00 in Munroe 206. Signor Massa.

Italian School, 1940

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms and synonyms.

Daily at 8:00 in Munroe 206. SIGNOR VITTORINI.

3. ORAL PRACTICE AND SELF-EXPRESSION.

a. Conversation. Three times a week, conversation on assigned topics with a definite vocabulary of everyday use. Discussion of topics bearing on the geography, life, and customs of the Italian people. "Analisi estetica"—short poems representative of the major poets of Italy, will be chosen for detailed analysis.

b. Practical phonetics. Twice a week, exercises in pronunciation based on reading aloud (short passages of prose and poetry; emphasis on rhythm and melody of the spoken language) and on a practical application of scientific phonetics.

Daily at 8:00 in Munroe 203. SIGNOR CARBONARA.

4 ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

Daily at 11:00 in Munroe 206. SIGNORINA CARBONARA.

5. ORAL STYLISTICS.

This course is designed to meet, through carefully planned exercises, the needs of those who have already acquired general proficiency in the spoken language. It aims to develop natural fluency through emphasizing the difference between what is merely correct and what is Italian.

Daily at 10:00 in Munroe 207. SIGNORINA CARBONARA.

6. (FROM LATIN TO ITALIAN) Omitted in 1941.

7. IDIOMATIC PROSE TRANSLATION.

Through the translation into Italian of carefully selected English prose passages of more than average difficulty, this course is designed to aid advanced students to acquire a finer feeling for Italian style, a sense for shades of expression, and help toward the mastery of certain difficulties not usually considered in more elementary courses.

Daily at 8:00 in Munroe 207. SIGNOR MERLINO.

Group B. Literature and Civilization

11. (GENERAL VIEW OF ITALIAN CIVILIZATION) Omitted in 1941.

12. GENERAL VIEW OF ITALIAN LITERATURE.

Through the study of the masterpieces of Italian literature from Dante to Pirandello, the student will follow the development of the intellectual and spiritual life of the Italian people.

Daily at 9:00 in Munroe 207. SIGNOR MASSA.

13. (DEVELOPMENT OF ITALIAN DRAMA) Omitted in 1941.

14. ITALIAN FOLKLORE.

The principal regions of Italy will be studied through their folkloristic culture expressed in ethnic characteristics, legends and traditions, religion and art, customs and costumes, music and dances. The lectures will be appropriately illustrated.

Daily at 9:00 in Munroe 303. MAESTRO BENELLI.

15. THE HUMAN VALUES OF ITALIAN LITERATURE.

The purpose of this course is to show how the great Italian literary masters through the ages have reflected in their works those abiding values which lie at the basis of humanism. This will be done through special emphasis on the author's concept of the universal, of man, of individual liberty—and of bringing this latter into accord or into opposition with social equilibrium. This course normally presupposes at least a general knowledge of Italian literature.

Daily at 10:00 in Munroe 211. SIGNOR CERONI.

16. DANTE AND HIS TIMES (*THE PURGATORIO.*)

In the course of three summers, the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1941, the *Purgatorio* will be the object of special study. This course may be taken for credit in three consecutive summers.

Daily at 9:00 in Munroe 206. SIGNOR MERLINO.

17. STUDIES IN CONTEMPORARY ITALIAN LITERATURE.

A survey of contemporary attitudes and forms through the study of such outstanding authors as: Croce, Galletti, Bertoni, Pirandello, Deledda, Villaroel, Fiumi, Bacchelli, Cicognani.

Daily at 11:00 in Munroe 207. SIGNOR VITTORINI.

18. (HISTORY OF ITALIAN ART) Omitted in 1941.

19. MANZONI AND HIS TIMES.

A seminar course. Analysis of the works of Manzoni in the light of their social and political implications for the Risorgimento as well as in terms of their enduring moral and literary values. Some attention will be given to the minor writers of the period.

Daily at 12:00 in Munroe 207. SIGNOR CERONI.

Group C. Problems and Methods

21. (THE TEACHING OF ITALIAN) Omitted in 1941.

22. THE TEACHING OF ITALIAN FOLK SONGS.

The teaching of Italian folk songs of the various provinces of Italy, as a contribution to the phonetic training of the teacher and the student of Italian in the American high school. Exercises in practical music; vocal lessons.

Daily at 12:00 in Hamlin Hall. MAESTRO BENELLI.

23. ITALIAN CLUB ACTIVITIES.

Through a series of informal but carefully planned meetings, the various practical problems inherent in the organization and activities of the Circolo Italiano will be

considered. Type programs will be presented with all necessary documentation and ample opportunity will be offered for the free exchange of opinions and suggestions. (No academic credit is allowed for this course.)

Time of meetings to be arranged. SIGNOR MASSA,
with the collaboration of other members of the staff.

24. RESEARCH.

All students, especially candidates for the doctorate, who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered and students are urged to take advantage of it.

SIGNOR MERLINO,
with the collaboration of members of the staff.

Schedule of Classes

8:00	2	Advanced Composition	Munroe 206	SIGNOR VITTORINI
	3	Oral Practice	Munroe 203	SIGNOR CARBONARA
	7	Idiomatic Prose Translation	Munroe 207	SIGNOR MERLINO
9:00	A	Beginners' Course	Munroe 211	SIGNORINA CARBONARA
	12	General View of Italian Literature	Munroe 207	SIGNOR MASSA
	14	Italian Folklore	Munroe 303	MAESTRO BENELLI
	16	Dante and His Times	Munroe 206	SIGNOR MERLINO
10:00	1	Intermediate Composition	Munroe 206	SIGNOR MASSA
	5	Oral Stylistics	Munroe 207	SIGNORINA CARBONARA
	15	Human Value of Italian Literature	Munroe 211	SIGNOR CERONI
11:00	4	Advanced Oral Practice	Munroe 206	SIGNORINA CARBONARA
	17	Contemporary Italian Literature	Munroe 207	SIGNOR VITTORINI
12:00	19	Manzoni and His Times	Munroe 207	SIGNOR CERONI
	22	Italian Folk Songs	Hamlin Hall	MAESTRO BENELLI

Gifford Hall

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all except Course A count toward the Master's degree. (See also page 7.)

Note: Course 2 (Advanced Composition) may be taken twice for credit, as the material of the course varies each year. Course 16 (Dante) may be taken three times for credit, once on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for registration on Friday, June 27, and classes begin Monday, June 30, at 8.00 a. m. (See also pages 9 and 10.)

Admission Students may enter without examination, and without being candidates for degrees. No student will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Registration As soon as possible after arriving on June 27, every student should register for courses with the Director. After arranging his program, he will be directed to the Recorder and Treasurer for general registration and the payment of fees. Upon receipt of admission cards from this department, students will be ready for classes. Late registration is subject to fine and will not be permitted after the first week. (See page 10.)

Other Schools In accordance with the close cooperation established with the other Middlebury Language Schools, it is permissible for regularly enrolled students in the Italian School to visit courses in the other schools without charge. Members of the Italian School may also enroll in the other schools, on payment of a fee of $10 for each course. Permission for such special enrollment must be secured from the heads of both schools concerned. Credits earned in the Italian School may be counted toward the Middlebury Master's degree in French, Spanish and German, subject to any special requirements of the latter schools. Attention is also called to the orchestra, under the direction of Mr. Horace Britt. See page 6.

LIFE IN THE SCHOOL

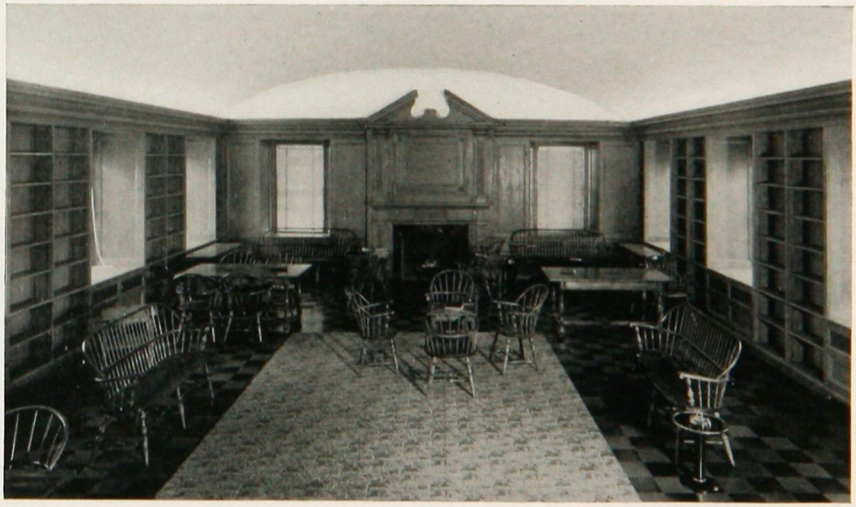
Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness and spirit of happy cooperation is one of the most attractive features of

the School. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery from day to day.

The Italian House For the summer of 1941, the Italian School will occupy Gifford Hall, the newest dormitory on the campus. Built of native Vermont stone, it is both fireproof and insulated and is equipped with all the modern dormitory appointments. There are rooms *en suite* with a common study; connecting double rooms; and single rooms. Commanding a view of superb beauty and grandeur, Gifford Hall will provide excellent and most attractive accommodations for the entire School, including the office of the Director and the Italian Bookstore.

The Italian Dining Room A loggia from the main building leads into the beautiful and spacious dining-room as well as into the Lounge, where most of the social gatherings will take place. The hum of conversation in the dining-room, which at times becomes a veritable din, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule.

Regularly enrolled students in the French and Spanish Schools who have a knowledge of Italian may, with the permission of the Director,



Gifford Social Hall

arrange to have some of their meals in the Italian dining hall, if an exchange can be effected.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures and informal social gatherings. The school picnics on alternate Saturdays afford pleasant relaxation. On Sunday and Thursday evenings the students of the Italian School will be free to accept the invitation of the French School to attend the concerts of French chamber music and other entertainments.

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 10 and 11.

Scholarships For the summer of 1941, several scholarships are available. These will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May fifteenth.

Grateful acknowledgment is made of the following special scholarships, all of fifty dollars each, made possible through the generosity of friends of the School:

Four Pope Scholarships offered by Mr. and Mrs. Generoso Pope, of New York City.

Four Schimenti Scholarships offered by Mr. and Mrs. Gandolfo Schimenti, of Forest Hills, New York.

One Scuola Italiana Scholarship offered by the students of the 1940 session of the Middlebury Italian School.

One scholarship offered by the Daughters of Queen Marguerite, of Hartford, Connecticut.

The Thomas J. Quirk Circolo Italiano Scholarship offered again this year by the Circolo Italiano of the Hartford (Conn.) Public High School.

The Hartford Chapter Sigma Iota Theta Scholarship offered again this year by the Alpha Chapter of Hartford, Connecticut.

The Sigma Iota Theta Scholarship, presented by the Sigma Iota Theta Sorority of Connecticut.

(In the award of the last four scholarships, preference is given to students from Hartford, or from Hartford County, or from the State of Connecticut, and, in the case of the last two, also to members of the Sigma Iota Theta Sorority.)

Prizes Through the gracious generosity of Dr. Gabriella Bosano, founder of the school, three cash prizes of $25.00, $15.00, and $10.00

respectively, are offered in loving memory of her mother and designated as "The Isabella Ricchini Bosano Memorial Awards."

The prizes will be awarded for excellence in an original composition in Italian on one of the following topics:

1. An original short story.
2. A critical essay on any phase of Italian literature, music, or art.
3. An essay on the value of Italian in the curriculum of American schools and colleges.

Manuscripts, of approximately 3,000 words, typewritten and in duplicate, must be submitted to the Director no later than August 1st. The faculty of the school will serve as the jury. The awards will be made and the works receiving the prizes will be read, in whole or in part, at a special meeting of the school.

The sum of $25.00, generously contributed by Dr. and Mrs. Leo St. John, of Hartford, Connecticut, will be awarded as two prizes of $15.00 and $10.00, respectively, for excellence in the oral exposition of approximately twenty minutes, of some topic of Italian cultural interest approved by the Director. The faculty will act as the jury. Further details will be announced early in the session.

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining room. All waiters or waitresses are students at the school who are able to use Italian exclusively in the dining room. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $150. Those interested should write for information and application blanks to Miss Mary C. Dutton, Middlebury College.

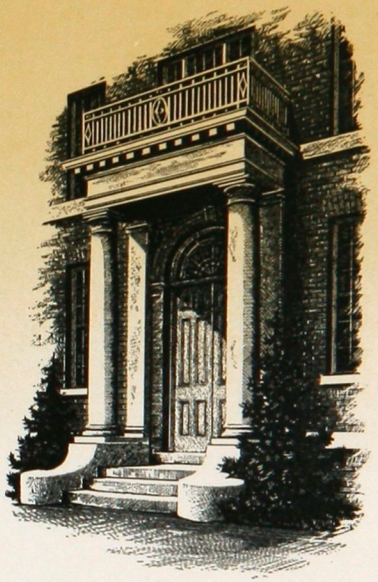
Books A special collection of books has been organized as a library of suggestions for high school teachers of Italian. The collection includes children's books in Italian; books about Italian life and culture for young students; and suggestions for supplementary reading.

There is also an Italian bookshop on the campus, at which students will be able to purchase the texts required for class work, as well as a variety of classic and modern Italian literature which should prove very interesting to a lover of the language.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Camillo Merlino, Dept. of Romance Languages, Boston University,

Boston, Massachusetts. Correspondence concerning fees and transcripts should be addressed to Mrs. Pamelia S. Powell; and concerning rooms, to Miss Virginia Ingalls, Office of the Language Schools, Middlebury College, Middlebury, Vermont.

The SPANISH SCHOOL



THE SPANISH SCHOOL

THE MIDDLEBURY SPANISH SCHOOL, again under the direct supervision of Professor Juan A. Centeno, will hold its twenty-fifth session this summer. Since its foundation the school, whose aim is to serve as a center of formation and orientation for teachers and students of Spanish, has endeavored to maintain a high academic level in its program of studies by entrusting them to well-qualified and experienced teachers. This year, as in previous years, the faculty is composed of a select group of native teachers.

Professor Tomás Navarro Tomás will come to the Middlebury Spanish School this summer in the role of Visiting Professor. He is the authority in the field of Spanish Phonetics and his presence in Middlebury will be an inspiration to his colleagues and students for teachers of Spanish all over the world are indebted to him for his scientific research and practical application of the theories of Spanish phonetics. Professor Navarro will give a special course in a field of particular interest to all persons interested in furthering the good relations of the United States with the Spanish-speaking countries of this hemisphere—the course is entitled, The Spanish Language in America. He will also deliver several lectures besides teaching the regular course of Spanish Phonetics.

Faculty members of other summers who will return to the Spanish School include Joaquín Casalduero, Salvador Dinamarca, José María Arce, José López-Rey, Concha Bretón and Joaquín Nin-Culmell. Jorge Guillén, Visiting Professor in 1939 and 1940, will return this summer as a regular faculty member to offer a special course on the literature of the Renaissance in Spain.

Eduardo Neale-Silva of the University of Wisconsin where he is in charge of the Elementary Division of the Spanish Department will come to the Spanish School to offer a course in the Methods of Teaching Spanish.

SPANISH SCHOOL STAFF

JUAN A. CENTENO, *Director.*

A.B., Instituto de San Isidro, Madrid, 1920; M.D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927-28; Instructor in Spanish, University of Oregon, 1928-29; Instructor of Spanish, University of Syracuse, 1929-30; Instructor of Spanish, Middlebury Spanish School, 1929-30-31; Associate Professor of Spanish, Middlebury College, 1931-32; Professor of Spanish, Middlebury College, 1933—.

TOMÁS NAVARRO TOMÁS, *Visiting Professor.*

Licenciado en Letras, Universidad de Madrid, 1904. Doctor en Letras, University of Madrid, 1905. Traveling fellow of Junta para Ampliación de Estudios, Madrid, to study the Spanish dialects of Aragón, 1907, and Zamora, 1911, and to complete studies of Phonetics and Linguistic Geography in France and Germany, 1912-1914.

Professor of the Centro de Estudios Históricos, Madrid, 1914-1936. Director of the Courses for Foreign Students, Madrid, 1916-1923. Lecturer in the University of Puerto Rico, 1925. Professor in the Summer Session of Stanford University, California, 1927. Lectured extensively in American universities during 1927. Visiting Professor in the University of Puerto Rico, 1927-1928. Director of the Linguistic Atlas of the Iberian Peninsula, 1930-1936. Founder of the Archivo de la Palabra in the Centro de Estudios Históricos, Madrid, 1930. Honorary President of the Hispanic National Society in the U.S.A. "Sigma Delta Pi," 1931.

Professor of Spanish Phonetics in the University of Madrid, 1931-1936. Member of the Spanish Academy, 1934. Lecturer in the Institut d' Etudes Hispaniques, Paris, 1935. Director of the National Library, 1936. Vice-President of the Junta Central del Tesoro Artístico, 1936. President of the Council of Spanish Libraries, 1937. Vice-President of the Central Committee of Spanish Academies, 1938.

Visiting Professor in Columbia University, 1939. Professor of Spanish Philology in Columbia University, 1940. Doctor in Letters, honorary degree, of Middlebury College, 1940. Director of Studies and Publications in the Hispanic Institute, New York, 1940. Visiting Professor, Middlebury Spanish School, 1941.

Author of: *Pensión al Alto Aragón*, Madrid, 1907; commentated edition of *Las Moradas de Santa Teresa de Jesús*, Madrid, 1911; commentated edition of *Poesías de Garcilaso de la Vega*, Madrid, 1912; *Manual de pronunciación española*, Madrid, 1918; *Pronunciación guipuzcoana*, Madrid, 1925; *A Primer of Spanish Pronunciation* (with the collaboration of Professor A. M. Espinosa), Benj. H. Sanborn and Co., 1926; *Impresiones sobre el estudio*

lingüístico de Puerto Rico, Puerto Rico, 1928; *Compendio de ortología española*, Madrid, 1928; *El idioma español en el cine parlante*, Madrid, 1930; *El acento castellano*, Madrid, 1935, and regular collaboration in the *Revista de Filología Española*, Madrid, and *Revista de Filología Hispânica*, Buenos Aires-New York.

JOSÉ M. ARCE.

A.B., Columbia University, 1922; A.M., 1923; Postgraduate work at the University of Madrid and Centro de Estudios Históricos, 1923-24, 1925-26; University of Dijon, summer of 1924; R. Instituto Superiore, Venice, fall of 1924; Fulfilled the resident requirements for the Ph.D. in Spanish, Columbia University, 1927; Columbia University Extension, winter term, 1928; Instructor in Spanish, Hunter College, winter term. 1928; Instructor in Spanish, Dartmouth College, 1928-1929; Columbia University Summer Session, 1929; Assistant Professor of Spanish, Dartmouth College, 1929—; Middlebury Spanish School, 1939-40-41.

Contributor to *Revista de Estudios Hispânicos*, *Boletín del Instituto de las Españas*, *Revista Hispânica Moderna*, *Repertorio Americano*, and *Hispania*.

JUSTA ARROYO.

Licenciada en Química, University of Madrid, 1936; A.M., Smith College, 1938; Teaching Fellow in Spanish, Smith College, 1938-39; Instructor in Spanish, Smith

Spanish School Staff, 1940

First Row: Sr. Casalduero, Sra. Guillén, Sr. Centeno, Sra. Casalduero, Sr. Guillén and Srta. Bretón.
Second Row: Sr. Dinamarca, Srta. Martin, Sr. López-Rey, Sra. Centeno, Sr. Arce, Srta. Curtis and Sr. Nin-Culmell.
Third Row: Srta. Rehm, Sr. Patterson and Srta. Goodrich.

College, 1939—; Instructor in Spanish, University Extension, Springfield, Mass., 1939-40-41; Teacher of Spanish folk-songs and dances, Middlebury Spanish School, 1938-39-41.

CONCHA BRETÓN.

Colegio Internacional, Barcelona; Instituto General y Técnico, Barcelona, A.B.; Middlebury College, A.M.; Instructor, Colegio Internacional, Barcelona, 1921-23; Instructor, Wellesley College, 1924-25; Instructor, National Park Seminary, 1925-26; Middlebury Spanish School, 1926; Instructor, Penn Hall School and Junior College, 1926—; Middlebury Spanish School, 1940-41.

JOAQUÍN CASALDUERO.

Licenciado en Filosofía y Letras, University of Madrid, 1923; Doctor en Filosofía y Letras, University of Madrid, 1927. Has taught Spanish literature at the University of Strasbourg, 1925-27; University of Marburg, 1927-29; University of Cambridge, 1930; Guest Lecturer at the University of Oxford, 1931; Assistant Professor, Smith College, 1931-38; Associate Professor, Smith College, 1938—; Middlebury Spanish School, 1932-33-35-36-37-38-39-40-41.

Author of articles dealing with Tirso de Molina, Unamuno, Ganivet, Galdós, Cervantes and Bécquer published in *Die Neueren Sprachen, Revista Síntesis, Bulletin Hispanique, Revista de Filología Española, Cruz y Raya, P.M.L.A., Universidad de Antioquía,* and *Essays in Honor of President William Allan Neilson; Compendio de Historia de la Argentina* by F. A. Kirkpatrick, Spanish version with Juan Mascaró, Cambridge University Press, 1929; *Contribución al estudio del tema de Don Juan en el teatro español*, Northampton, 1938.

SALVADOR DINAMARCA.

Graduate of the University of Chile, 1928; A.M. in Romance Languages, Harvard University, 1936; Fulfilled all the requirements, except the thesis, for the degree of Ph.D. in Spanish, Columbia University, 1940. Vice-Consul of Chile, Philadelphia, 1928-30; Consul, Baltimore, 1930-34; Consul, Boston, 1934-38. Instructor in Spanish, St. Joseph's College, 1928-30; Instructor in Spanish, Harvard University, 1930-37; Instructor in Romance Languages, Brooklyn College, 1937—; Middlebury Spanish School, 1936-37-38-39-40-41.

Author of: *La obra educacional del Dr. Puga Borne*, 1928; *Frecuencia relativa del lenguaje periodístico de Chile*, 1936. Also articles in: *Revista Hispánica Moderna, Anales de la Universidad de Chile, Hispania, Atenea* and *El Mercurio.*

JOSÉ LÓPEZ-REY.

Licenciado en Filosofía y Letras, University of Madrid, 1929; Doctor en Filosofía y Letras, University of Madrid, 1935; Teacher of Archaeology, University of Madrid, 1931; Assistant Professor, History Department of the Facultad de Filosofía y Letras, University of Madrid, 1932-39; Professor of History of Art, Centro de Estudios Históricos, Madrid, 1932-33 and 1935-39; Professor of History of Art, Summer Course for Foreign Students, Madrid, 1933; Technical Secretary for Art Teaching and Artistic Policy, Ministry of Public Education of Spain, 1933-39; Member of the Committee for the Reorganization of Public Education in Spain, 1933-34; Post graduate work at the Kunstgeschichte Institut and the University of Florence, 1931-32; Scholarship for research on Italian and Spanish Art, Vienna, 1933-34, on Spanish and Flemish Art, Paris and Brussels, 1934-35; General Commissioner for Spain at the International Art Exhibition, Venice, 1936; Member of the Spanish National Committee for the International Congress of History of Art, 1936; Guest Lecturer at the Annual Meeting of

the College Art Association of America and the Instituto de las Españas, Columbia University, 1939; Institute of Fine Arts, New York University, 1940; Lecturer in the Culture of Spain, Columbia University, 1940; Visiting lecturer, Smith College, 1940-41; Middlebury Spanish School, 1940-41.

Author of: *Antonio del Pollaiuolo y el fin del Quattrocento*, Madrid, 1935; *Realismo e impresionismo en las Artes figurativas españolas del siglo XIX*, Barcelona, 1937. Contributor to *Archivo Español de Arte y Arqueología, Erudición Iberoamericana, El Sol, El Liberal, La Libertad, Mirador, Hora de España*, etc.

EDUARDO NEALE-SILVA.

A.B., University of Chile, Santiago, 1925; A.M., University of Wisconsin, 1928; Ph.D., University of Wisconsin, 1935; Assistant, Instituto Pedagógico, Santiago, 1925; University of Iowa, Summer of 1935; Instructor, University of Wisconsin, 1925-1935; Assistant Professor, University of Wisconsin, 1935—; Middlebury Spanish School, 1941.

Author of: *Lecturas Escogidas, Lecturas Modernas*, and *Lecturas Amenas* (All in collaboration with Dr. Lloyd Kasten, and published by Harper's). Contributor to *Hispanic Review, P.M.L.A., Journalism Quarterly*, and *English Literary History*.

JORGE GUILLÉN.

Licenciado en Letras, University of Granada, 1913; Doctor en Letras, University of Madrid, 1925; Lector of Spanish, University of Paris, 1917-1923; Professor of Spanish Literature, University of Murcia, 1926-1929; Professor in the Summer Course for Foreign Students, Madrid, 1929; Lector of Spanish, University of Oxford, 1929-1931; Professor in the Summer Course for Foreign Students, Santander, 1931; Professor of Spanish Literature, University of Seville, 1931—; Professor of Spanish Literature, International University of Santander, 1933-1934-1935; Visiting Professor Middlebury College, 1938-39; Associate Professor, McGill University, 1939-40; Visiting Professor, Middlebury Spanish School, 1939-1940; Visiting Professor, Wellesley College, 1940—; Middlebury Spanish School, 1941.

Has lectured extensively at American and European universities.

Author of: *Notas para una edición de Góngora* (Doctoral thesis) Madrid, 1925; *Cienfuegos*, A biographical and critical study, Madrid, 1925; *Cántico*, Madrid, 1928; *Ardor*, Paris, 1931; *El Cementerio Marino* by Paul Valéry, Spanish version, Paris, 1931; *Cántico*, Second augmented edition, Madrid, 1936; *Cantar de Cantares* of Fray Luis de León, Critical edition, Madrid, 1936.

Contributor to the principal Spanish literary reviews since 1920: *La Libertad, España, La Pluma, Indice, Revista de Occidente, Litoral, Mediodía, Carmen, Héroe, Los Cuatro Vientos*, etc.

Has been translated into English, German, French and Italian.

JOAQUÍN NIN-CULMELL.

Received his Superior Diploma for piano at the Schola Cantorum of Paris in 1930; in 1934, a Premier Accessit for composition at the Paris Conservatory; has studied with Paul Dukas and Manuel de Falla. His Piano Quintet was given at the London Festival of the International Society for Contemporary Music in June, 1938 and at the International Congress of the American Musicological Society in New York, 1939. Has given recitals in Madrid, Paris, Copenhagen, London, Milan, Rome, Havana, New York, Philadelphia, Boston, etc. Middlebury Music Center, 1938-39-40; Williams College, 1940-41; Middlebury Spanish School, 1938-39-40-41.

SPECIAL LECTURE SERIES

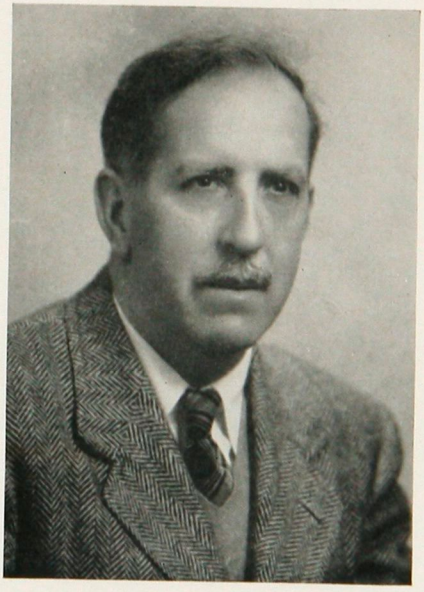
An innovation will be made in the program this summer by offering a short course of lectures. The Guest Lecturer to be in charge of this program is Professor Américo Castro, now associated with Princeton University. Professor Castro needs no introduction to students and teachers of Spanish for he is today the foremost scholar of Hispanic letters. Under his guidance, at the University of Madrid and the Centro de Estudios Históricos, the younger generation of Spanish teachers and scholars have been formed; and under his direction the most important centers of Spanish learning, both in Spain and Spanish America, have been established.

This group of ten lectures will be given during the *last two weeks* of the session, from July 28th to August 8th. The first week will be devoted to the subject *The Spanish Character and the Conquest of America* and the second week to *Great Figures of Spanish American Literature.*

GUEST LECTURER

AMÉRICO CASTRO, *Guest Lecturer.*

Doctor en Letras, University of Madrid, 1911; Professor of History of Spanish, University of Madrid, 1915; Visiting Professor, University of Buenos Aires, 1923; Visiting Professor, Columbia University, 1924; Visiting Professor, University of Puerto Rico, 1928; Visiting Professor, University of Berlin, 1930-1931; Professor of Spanish, University of Buenos Aires, 1936-1937; Professor of Spanish, University of Wisconsin, 1937-1939; Professor of Spanish, University of Texas, 1939-1940; Professor of Spanish, Princeton University, 1940—; Guest Lecturer, Middlebury Spanish School, 1941.



Guest Lecturer at the Universities of Paris, Toulouse, Poitiers, Strassbourg, Brussels, Cambridge, Oxford, London's King's College, Leeds, Copenhagen, Stockholm, Göteborg, Berlin, Munich, Cologne, Marburg, Frankfurt, Rome, La Plata (Argentina), Santiago (Chile), Havana, Mexico, California (Los Angeles), Santa Fe (New Mexico), Southern California (Los Angeles), Iowa, Chicago, North Western, Ohio, Oberlin College, Cornell, Harvard, Pennsylvania, Princeton, Columbia, etc.

Honorary Doctor of the Universities of Paris and Poitiers; Honorary Professor of the Universities of Mexico, Santiago (Chile), La Plata (Argentina).

Author of: *Fueros Leoneses*, 1914; *Vida de Lope de Vega* (with Rennert), 1919; *Les Grands Romantiques Espagnols*, 1922; *Lengua, Enseñanza y Literatura*, 1924; *El Pensamiento de Cervantes*, 1925; *Santa Teresa y otros ensayos*, 1929; *Cervantes* (in French), 1931; critical and scholarly editions of *Quevedo* and *Tirso de Molina*, along with some hundred articles and notes about Spanish Literature and Language.

THE COURSES OF STUDY

The courses of the Middlebury Spanish School are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form, giving the student an opportunity to cover thoroughly in a period of four years, the fundamental phases of Spanish thought and letters.

In order to coordinate better the program of studies, the courses have been arranged in groups. Candidates for an advanced degree will be required to take at least one course in each group in fulfilling their residence requirements.

The utmost cooperation will exist between the Spanish and the French and Italian Schools, thus offering unusual advantages to students in the Romance Language field.

Charlas

Every Monday evening at seven o'clock in the Social Hall of the Spanish House a lecture will be given by some member of the faculty or a guest lecturer.

All members of the school are urged to attend these lectures. It is unnecessary to register for them and no academic credit will be allowed.

I. Language

A. BEGINNERS' COURSE.

The fundamentals of Spanish grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course is open only to students in the other Middlebury schools who wish to begin the study of Spanish. *It is not open to members of the Spanish School, and will not count for graduate credit.* (See page 6).

Daily at 8:00 in Munroe 107. SRTA. BRETÓN.

1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

Intensive training in current Spanish designed to have the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on readings of contemporary writers.

Daily at 10:00. SR. ARCE, SRTA. BRETÓN.

Texts: A detailed list will be furnished on request to the Dean.

Reference text: Each student should provide himself with an all-Spanish dictionary, such as the *Pequeño Larousse Ilustrado.*

2. ADVANCED GRAMMAR.

The aim of this course is to review systematically the fundamental principles of grammar and to train the student in the use of idiomatic Spanish. The work is essentially practical and consists chiefly of drill in oral and written sentence structure. Abundant

practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles.

Daily at 8:00 and 9:00. Sr. Centeno, Sr. Dinamarca.

Text: Tarr and Centeno, *A Graded Spanish Review Grammar with Composition*, (Croft and Company).

3. ADVANCED COMPOSITION.

This course is intended for persons who have mastered the fundamentals of Spanish. It will comprise the discussion of Spanish style and the application of grammatical principles. A good part of the course will be devoted to the study of idiomatic constructions and to a thorough analysis of free compositions.

Daily at 10:00. Sr. Neale-Silva.

4. PHONETICS.

The object of this course is to study the essential traits of Spanish phonetics, to analyze the most important differences that exist in this field among people that speak Spanish and to point out, from a practical point of view, the corresponding norms to the general concept of correct Spanish pronunciation. Exercises of diction and phonetic transcription regularly accompany the work of the classes.

Daily at 9:00. Sr. Navarro Tomás.

Text: T. Navarro Tomás, *Manual de pronunciación española*, 4th ed., Madrid, 1932.

24. THE SPANISH LANGUAGE IN AMERICA.

Within the fundamental unity of hispanic language and culture, the American countries of Spanish tradition offer special traits that are reflected in the literary language and in the languages of the common peoples. The present course is dedicated to the study of these facts keeping in mind the forms of colonization, the contact with the Indian languages, the origin of the colonists and immigrants, the social conditions of American life and the circumstances of the cultural and political development of these countries.

Daily at 8:00. Sr. Navarro Tomás.

II. Methods

8. METHODS OF TEACHING SPANISH.

The purpose of this course is to give practical solutions to the common problems encountered by teachers of Spanish in their class-room work. Among other activities this course will comprise discussions of syntactical problems, vocabulary building, idioms, oral and aural Spanish, preparation of examinations, cultural content of the Spanish curriculum, teaching aims, teaching devices, use of realia, outside reading problems and bibliographical sources. An integral part of the course will be the discussion of pertinent publications in current magazines and reviews.

Daily at 11:00. Sr. Neale-Silva.

III. Civilization

10. MODERN AND CONTEMPORARY SPAIN.

Establishment of political and religious unity in Spain. Formation of the Spanish Empire. Spanish hegemony. Discovery, conquest and colonization of America; its incorporation to the moral and political life of Spain. Fixation of Spanish society at the

time of Felipe II. Splendor and decomposition of Spanish life in the 17th century. The cultural, economic, political and military reorganization of the 18th century. The 19th century struggle for the establishment of democracy. Civil wars and uninterrupted series of military uprisings which are unable to impede the political, social and intellectual renovation of Spain.

It is recommended that students planning to take this course read in advance some standard text such as Aguado Bleye's *Historia de España* or Altamira's *Historia de España*.

Daily at 9:00. SR. CASALDUERO.

11. HISTORY OF SPANISH ART.

An outline of Spanish Medieval Art, a study of the prevailing Art theories and tastes, and the outstanding creations of Art during the 16th and 17th centuries, in Spain as well as in the Spanish colonies; the Art tendencies and creations during the 18th, 19th and 20th centuries.

It is advisable for students taking this course to read in advance such standard texts as: Enrique Lafuente: *Breve Historia de la Pintura Española* or A. L. Mayer: *La pintura española*; Andrés Calzada: *Historia de la Arquitectura Española*; Miguel Solá: *Historia del Arte Hispano-americano*.

Daily at 10:00. SR. LÓPEZ-REY.

12. THE CULTURAL BACKGROUND OF THE CONTEMPORARY HISPANIC AMERICAN.

A general view of the cultural equipment and environment of the Hispanic American peoples. It will bring out, with due regard to national differentiations, the socio-psychological factors in their character, their domestic and public life, their distinctive intellectual and emotional experience, and the achievements of self-expression in literature and the arts. The discussion will single out large topics, such as education, the status of the writer, the role of the press and other agencies molding public opinion, contemporary painting and music, and the currents of thought that have prevailed in the cultural development.

This course, although it completes that of last summer on the social, economic, and institutional background of the contemporary Hispanic American, may be taken independently.

Daily at 11:00. SR. ARCE.

Texts: A printed syllabus, with assigned reading and bibliographical references, will be available at the Spanish bookstore.

IV. Literature

13. INTRODUCTION TO SPANISH-AMERICAN LITERATURE.

A survey course of the history of Spanish-American Literature covering the colonial, revolutionary, romantic, and modern periods. Special emphasis will be given to the Modernist movement. Lectures, analysis of texts, collateral readings, and reports on the outstanding personalities of the various periods and their works will constitute the basis of the course.

Daily at 9:00. SR. DINAMARCA.

Texts: A detailed list of required reading will be furnished on request to the Dean.

15. LYRIC POETRY OF THE 16th AND 17th CENTURIES.

The purpose of this course is to give the student a complete vision of the poetical world of the Renaissance and the Baroque periods. A study of the personality and

significance of the most representative poets–Boscán, Garcilaso de la Vega, Fray Luís de León, Herrera, Lope de Vega, Góngora and Quevedo–of both periods.

Daily at 8:00. Sr. Casalduero.

Texts: A detailed list of required reading will be furnished on request to the Dean.

20. MODERN NOVEL.

The rich unfolding of the Spanish novel during the latter third of the nineteenth century will be represented by the seven most important novelists: Valera, Alarcón, Pereda, Galdós, "Clarín," Pardo-Bazán, and Palacio Valdés. Particular attention will be devoted to the novels of Galdós.

Daily at 11:00. Sr. Guillén.

Texts: Valera: *Pepita Jiménez, Juanita la Larga;* Alarcón: *El Escándalo, El sombrero de tres picos;* Pereda: *Sotileza, Peñas Arriba;* Galdós: *Fortunata y Jacinta, Angel Guerra;* "Clarín": *La Regenta;* Pardo Bazán: *Los Pazos de Ulloa;* Palacio Valdés: *Los majos de Cádiz.*

24. THE LITERATURE OF THE RENAISSANCE.

No attempt will be made in this course to prove the existence of a Spanish Renaissance but to trace in the varied literary panorama–from the didactic to the poetic–those thoughts and emotions and that spiritual inquietude which are truly Renaissant.

Daily at 10:00. Sr. Guillén.

Texts: A detailed list of required reading will be furnished on request to the Dean.

Program of Courses

Language

1. Oral Practice.
2. Advanced Grammar.
3. Advanced Composition.
4. Phonetics.
5. Advanced Phonetics.
6. Spanish Philology.
7. Romance Linguistics.

Methods

8. Methods.

Civilization

9. Ancient and Medieval Spain.
10. Modern and Contemporary Spain.
11. History of Spanish Art.
12. Spanish American Civilization.

Literature

13. Survey of Spanish-American Literature.
14. Literature of the Middle Ages.
15. Poetry of the Classical Period.
16. Drama of the Classical Period.
17. Novel of the Classical Period.
18. Survey of Spanish Literature.
19. Literature of the 19th Century.
20. Modern Novel.
21. Contemporary Essay.
22. Contemporary Novel.
23. Contemporary Poetry.

24. SPECIAL COURSES

This group comprises courses not included in the regular program. In past sessions, the following subjects have been studied:

1935—Lope de Vega.
1936—The Romancero.
1937—Spanish Romanticism.
1938—Spanish Baroque Literature.
1938—Spanish American Novel.
1939—Cervantes.
1940—The Popular Current in Spanish Literature.

This summer two special courses will be offered: *The Spanish Language in America* and *Literature of the Renaissance.*

Reading Table

Credits Two credits or semester hours will be allowed for each daily course. (See *Credits* on page 7.) Course 1 may, with the consent of the Dean, be taken a second summer for credit, since the material of this course is varied each year.

Other Schools In accordance with the close cooperation established with the Schools of French and Italian, it is permissible for regularly enrolled students in the Spanish School to visit courses in French and Italian, without charge. Members of the Spanish School may also enroll for credit in French and Italian courses, on payment of a fee of $10 for each course. The reciprocal arrangement is made for members of the French and Italian Schools. Permission for such special enrollment must be secured from the heads of both schools concerned. Credits earned in the Spanish School may be counted toward the Middlebury Master's degree in French and Italian, subject to any special requirement of the latter schools.

Books General supplies and text books published in this country may be purchased in the College Book Store. In addition, the Spanish School has a small Book Store opened only at fixed hours in Hepburn Hall. Here students may secure, at very low prices, those books printed abroad

which are used as texts in some courses, and other Spanish books dealing with contemporary literature.

Students are advised to provide themselves before coming with an all-Spanish dictionary, such as Calleja's *Diccionario Ilustrado*, or *El Pequeño Larousse Ilustrado*, Heath and Co.

Library The Spanish Library consists at present of over 5,000 titles comprising such subjects as language, literature, history, and civilization. During the past years, the library has been the recipient of gifts from the Centro de Estudios Históricos, the Junta de Relaciones Culturales, the Academia de la Historia de Cuba, the Hispanic Society of America, and the Secretaría de Educación Pública de México. Several anonymous gifts have also been received. The most representative periodicals of Spain and Spanish America, as well as publications in this country dealing with the Spanish language and literature, are received.

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of honor* to observe this rule of no English, and it is with this condition that the Dean admits each student to the school. Only the Dean may grant temporary release from this rule, upon occasions which may warrant it. The Dean reserves the right to dismiss students who willfully break this rule.

Students are asked to refrain from reading newspapers that are in English, and they should not have such newspapers sent them from their home town or city. The most important Spanish newspapers are received at the school and are at the disposal of the students in the social hall of the Spanish House. The students are requested to subscribe, upon their arrival, to a Spanish newspaper for the period of the season.

The Spanish House One of the most attractive features of the school is the friendliness which exists between the faculty and students, in no small measure due to the fact that all students, as well as the Dean and instructors, reside in Hepburn Hall. Built on the highest point of the campus, it commands views of exceptional beauty and grandeur.

The rooms are *en suite* with a study for each two students. All bedrooms are single, and each suite is connected with a lavatory. Every floor has two separate shower-bath rooms with three showers each.

Connected with the main structure by a loggia is the building containing the commons and the Social Hall, where most of the social gatherings of the school take place. This hall serves also as a general assembly and lounging room for the students and instructors.

A spacious and delightful garden surrounds the southern exposure of the Spanish House where students are free to lounge and study at will.

There is a graduate nurse on regular duty on the campus within the reach of every student. The students may feel that they are amply protected in case of emergency.

The Spanish Dining Room The hum of conversation in the Spanish dining room is natural and spontaneous. Students quickly forget their shyness of a foreign language at meal hours when guided by understanding instructors who preside at each table. In order that the students may get better acquainted with each other and with the various instructors, they are required to change tables according to a system of rotation.

Regularly enrolled students in the French and Italian Schools who have a knowledge of Spanish may, with the permission of the Dean, arrange to have some of their meals in the Spanish dining hall if an exchange can be effected.

Activities The activities outside of the recitation room constitute an important feature of the life of the student while attending the Spanish School. These activities are designed not merely to furnish entertainment and relaxation, but also to give the student an opportunity to become better acquainted with various manifestations of Spanish customs and life.

Weekly programs are planned at the beginning of each week and are arranged so as not to interfere with the student's study and relaxation. These short programs include the following subjects: dance or musical recitals; dramatic or literary entertainments; readings, or informal talks by members of the faculty; Spanish games and plays; folk songs and dances; and Spanish moving pictures.

Under the direction of Srta. Justa Arroyo, regular classes in Spanish folk-songs and folk-dances will be offered on week-day afternoons. Particular emphasis will be given to the application and adaptations of this material to Club Work. No credit will be allowed and regularly enrolled students of the French and Italian Schools are invited to join the group.

On occasional evenings, Spanish talking moving pictures will be shown. The annual Masquerade Ball is always a most colorful and enjoyable

affair. Prizes are given for the most original costumes and students are urged to make advance preparation for this event.

The annual Literary Competition will be held again this summer offering a cash prize of twenty-five dollars. Full details will be furnished at the beginning of the session.

On Sunday mornings and evenings the students of the Spanish School will be free to accept the invitation of the French School to attend the chapel services and the concerts of French chamber music. Attention is also called to the orchestra under the direction of Mr. Horace Britt. (See page 6).

OTHER INFORMATION

Arrival Beginning Friday morning, June 27, students will be met at the station by a Spanish School representative who will direct them to taxis and assist with arrangements for luggage.

As soon as possible, students should report at the office of the Dean in Painter Hall to register for their courses and receive other information.

The first official assembly of the Spanish School will be held at the Social Hall of the Spanish House, Sunday evening, June 29 at seven o'clock. All students are required to attend. Classes will begin at eight o'clock, Monday morning, June 30. See also pages 9 and 10.

Consultation During the entire summer the Dean will hold regular consultation hours at his office in Painter Hall, Room 14, from 11 to 12, and from 2 to 3 daily. Arrangements may be made with his secretary for special consultations at other hours.

Scholarships Three scholarships of fifty dollars each will be awarded this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Dean before May 31.

Self Help In addition to the scholarships a limited number of students are provided an opportunity to defray part of their expenses–free board –by acting as waiters and waitresses in the Spanish dining hall. A fluent speaking knowledge of Spanish is essential to be granted one of these positions. Those interested may write to Miss Mary C. Dutton, Dietitian, Middlebury College, Middlebury, Vermont, for information and application blanks.

Mail to Students In order to insure prompt delivery of their mail, students should have all letters and other mail matter addressed in care of the Spanish School, Middlebury, Vermont.

Correspondence Communications regarding admission, courses, credits and other academic information may be addressed to Prof. Juan A. Centeno, Dean of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and transcripts should be addressed to Mrs. Pamelia S. Powell; and concerning room reservations, to Miss Virginia Ingalls, Office of the Language Schools, Middlebury College, Middlebury, Vermont.

Corner of the Social Hall

BREAD LOAF SCHOOL OF ENGLISH

MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT

July 1 to August 13, 1941

H. G. Owen, *Director and Dean*

A graduate school limited in numbers, offering a wide selection of courses in literary history, the art of writing, and play production, all leading to the M.A. degree. Bread Loaf provides a unique opportunity for combining a summer vacation in the heart of the Green Mountains with study under nationally famous instructors.

FACULTY: Daniel Aaron, Smith College; George K. Anderson, Brown University; Raymond F. Bosworth, Simmons College; Reuben A. Bower, Amherst College; Elizabeth Drew, University of Cambridge; Theodore M. Greene, Princeton University; Hewette E. Joyce, Dartmouth College; Hortense Moore, Ohio Wesleyan University; Ruth Conniston Morize, Simmons College; Theodore Morrison, Harvard University; John Crowe Ransom, Kenyon College; Donald A. Stauffer, Princeton University; George F. Thomas, Princeton University; James Southall Wilson, University of Virginia.

LECTURES AND ENTERTAINMENTS: Robert Frost, Edmund Wilson, Padraic Colum, Irwin Edman, Louis Untermeyer, Mary Colum, Edward Weeks, Mme. Elisabeth Schumann, French School Quartet.

COURSES: The Nineteenth Century English Novel, The Seventeenth Century Lyric, The Critical and Philosophical Approaches to Literature, English Nineteenth Century Poetry, American Literature and Thought in the Colonial Period, Play Production, Platonic Tradition in English Literature, Classical Tradition in English Poetry, English Literature from 1880 to 1914, Contemporary English and American Poetry, History of the English Language, Chaucer, English Poetry from Dryden to Wordsworth, The Philosophy of Literature and the Fine Arts, Spenser and the Elizabethans, Milton, The American Novel, Cross Currents of Nineteenth Century Thought, The Transcendental Movement, Shakespeare, Seminar in Writing, Elizabethan Music.

BREAD LOAF INN: The residence of the School and Conference is an old Inn, which accommodates transient or permanent guests, who are admitted to lectures and entertainments and, upon payment of a fee, to classes.

Further information may be secured from
H. G. Owen, *Director and Dean.*